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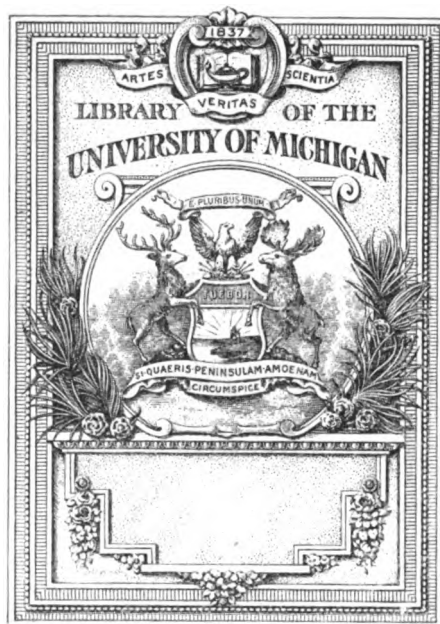
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PRESENTATION TO MISS LATTER.

AT a Public Meeting, held at the "Hugh Myddelton" Board Schools, Dec. 2nd, Miss LUCY R. LATTER was presented, on her retirement from the important office of "Assistant Superintendent of Method and Kindergarten Instructress" under the School Board for London, with a very handsome silver tea and coffee service with monogram, accompanied by an illuminated address and an autograph album, on behalf of a large number of the Lady Teachers under the Board. The presentation was made by the Rev. Russell Wakefield, M.A., and Miss M. A. Eve (Members of the School Board for London). Letters expressing regret at being unable to attend the meeting were read from Mrs. Westlake, a former Member of the Board; Mr. Claude Montefiore, Chairman of the Froebel Society; Mr. G. L. Bruce, of Toynbee Hall, and others. The following is a copy of the Address:—*Dear Miss Latter,—We, whose names appear in the accompanying Album, and who are Teachers under the School Board for London, cannot allow you to retire from the important post of Kindergarten Instructress without expressing our very warm appreciation of your work in the Schools, and our deep regret at the severance of those ties which have existed between us for so long a period. Your work under the Board for the last fifteen years has been marked with singular earnestness and untiring zeal and devotion. Quietly and steadily, but none the less effectively, you have successfully established Froebelian principles in our Schools, and indirectly into Voluntary Schools also. You came amongst us at a time when the Kindergarten System had made but little progress in this country, and, by your amiable manners and readiness to encourage and assist, you have inspired us with your own enthusiastic spirit; and the Kindergarten System is no longer a mere name, but the great prevailing principle of our work. Splendid ocular demonstration has been given to the public at the Annual Exhibition of Kindergarten, over which you must have felt proud and happy to preside as organizer. You have been an admirable example of Froebel's motto "Let us live for our children." Moreover, in carrying on this work, you have won our deepest respect, esteem, and affection, and we trust you will feel continued assurance of that regard. We shall miss you from amongst us as a warm and valued friend, both of Teachers and of Children. Let the accompanying small Testimonial be at least some little assurance of our friendship and sense of personal obligation, and a symbol of our desire to uphold those true Froebelian principles which it has been your life's work to teach. That we may still continue to labour together in the common interests of the children's garden, and that God may bless your future work as richly as He has done the past, is our heartfelt prayer.*—MARY TRESHAM, JANE E. SALMON, CLARA H. OLIVE, ALICE M. WALLMAN, EMMA J. BIRD, ELIZABETH S. TURLEY, CLARA JOSEPHINE LLOYD (Members of Organizing Committee).

December, 1898.

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School and Teachers' Advertisements are continued on pages 61, 62, and 63.

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
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OCCASIONAL NOTES.

THE *Times* thinks that the prospects of legislation dealing with secondary education are not so bright as some educational reformers desire. Yet we should be sorry to admit that these prospects are otherwise than satisfactory. The teaching profession has arrived at virtual unanimity on the main points of the desired Bill. There should be a strong Central Authority with the prestige of a Department of State, with a Minister of Cabinet rank. Each county or large borough should have its Local Authority. Schools should be registered and inspected. Teachers should be trained and registered. This is the professional view. What remains to be done is to educate the country generally, and members of Parliament in particular, and to convince them that these demands are necessary in the interests of the nation as a whole. That much apathy and much ignorance still exist cannot be denied; but both the London and the provincial press are doing much to direct public opinion to these matters. The discussions of teaching and of administrative bodies and the clear utterances of leading men are beginning to bear their natural fruit.

THE points that still appear most debatable are these: the relations of the Charity Commission to the Board of Education, and the constitution of the Local Authority. With regard to the first, a *via media* is to be found in the proposal that the Commissioners should retain all control over educational endowments, but that all educational functions which they have performed, or which they have had power to perform, should be handed over to the new Department. The second point—that of the Local Authority—still includes some difficulties; but we venture to think the way is much smoother than it was a month ago. There is a growing consensus of opinion that Boards formed on the model of the London Technical Education Board—that is, based upon and originating from the County

Councils, but containing representatives of other interests and endowed with powers of independent action—will be the universal solution of the problem. The Association of School Boards appears quite reconciled now to this proposal, and is only concerned in seeing that its members are fully represented on the new Authority.

FURTHER than this the divergence of views between the smaller boroughs and the County Councils has been reduced to an almost negligible quantity. We are inclined to think, therefore, that, if the Government will include the formation of a Local Authority in the forthcoming Bill, they will meet with general support. Indeed, it appears very dangerous and difficult to constitute a Central Authority without defining its relations to the Local Authorities at present recognized by South Kensington. The formation of these Authorities is proceeding rapidly. The London County Council is applying for recognition under Clause VII.

BUT no serious proposal has been made that secondary schools should be entirely free. To some extent they are aided by endowments and grants of public money; but the parent pays at least a share of the cost. But, if it were conceivable that the School Boards should control all education—an exaggerated claim made in some quarters—then there would be a very strong tendency towards the complete abolition of fees. This may be good, or may be bad, but it frightens the ratepayer, and so acts as a check on School Boards. The fact is that England is being rapidly covered with Local Authorities, representing—with certain limitations—secondary education; and, unless these are co-ordinated in the Central Authority, there will be no end to the difficulties in the future. We are sure the Government are alive to this view of the matter, and that, if clauses dealing with Local Authorities be added to the Bill, these Authorities will be based upon County Councils.

THE last month has been rife with proposals and counter-proposals—we had almost written plots and counter-plots—for housing the London University that is to be. First came the announcement, in a *Times* leader, that the Treasury were prepared to accommodate the University as tenants, at a peppercorn rent, in the Imperial Institute, and to give them £40,000 to pay for the expenses of "fitting." When it was found that the parties interested were not inclined to jump at this offer, it was further announced that the present quarters of the University in Burlington Gardens would shortly be required for Government offices, and hinted that, if the Senate did not close with the offer, they might find themselves homeless. Whether this bolt from the blue was a *brutum fulmen* is not yet clear. Meanwhile there comes an offer from the Council of University College to hand over absolutely the site and buildings in Gower Street as the nucleus of a teaching University without conditions other than those appropriate to their work. The Senate have twice met to consider the Imperial proposal, but have adjourned without passing any resolution.

NO one will pretend that South Kensington is an ideal site for a People's University, but it may be the best obtainable. However this may be, the privacy of the negotiations, and the indecent haste with which the plan has been pressed forward, cannot fail to create a suspicion that the main motive of the promoters has been, not to provide the new University with an imperial home, but to save the face of the Imperial Institute, and palliate or prevent a

lamentable fiasco. Doubtless, as Prof. Silvanus Thompson urges, the examination work of the University could be carried on more efficiently in the Imperial Institute, equipped as it would be with proper laboratories. But, when he pleads that it would be the fittest home for endowed research and post-graduate studies—essential functions of a University for which there is at present no provision in London—we cannot follow him. In the very same *Times*, Prof. Ramsay states that one-fourth of the chief scientific research in Britain during the last three years, as gauged by papers communicated to the Royal Society, was produced in the laboratories of University College, and Sir George Young's objection is even more to the point. The foundation of yet another University College, such as South Kensington with its commercial professorships would prove, is not wanted, and the severance of the "highest" from ordinary University teaching is wrong in principle. All we hope is that the Statutory Commission will leave to the new Senate the determination of their new home.

THE Shrewsbury meeting of the Headmasters' Conference applied itself, as was meet and right, to debating the Board of Education Bill, and, though the resolutions it passed are not perfectly logical and consistent, yet they show a solid majority in favour of State organization. The Conference have travelled far since the early days of Mr. Thring. It is true that Mr. Lyttelton's motion heartily welcoming the Government Bill was carried by 27 votes to 5, but the resolution was rendered nugatory by the explanation of the mover, who declared it not inconsistent with the simultaneous establishment of Local Authorities; so that even Mr. Bell, who afterwards pronounced the Bill "an unpractical compromise between Conservatism and effective Liberal reform," was not debarred from voting in favour of it. On two fundamental points the Conference were practically unanimous—that the Consultative Committee should be statutory, and that on all Local Authorities teachers should be represented. The serious business over, the Conference amused themselves with lighter matters, such as psalmody and boxiana, subjects which hardly lie within our province.

IT is a matter of common knowledge that Middlesex shares with Gloucestershire the unenviable notoriety of devoting half its local taxation grant to the relief of the rates. In fact, lately it has "gone one worse" and its last record stands:—education, £9,237; rates, £13,618. The Chairman, Mr. Littler, Q.C., is wont to boast of this state of affairs, and proudly points to the fact that the "mistakes of other counties" have been avoided. One such "mistake" has been that Middlesex up to a few months ago had no central administration. Lately, however, an "Organizing Inspector" has been appointed in the person of Mr. B. S. Gott, M.A. This gentleman has rapidly justified his appointment by presenting a statistical report upon the proceedings of the fifteen district Committees to which the Middlesex Council had previously intrusted the expenditure of most of their money without guidance or control. The tale Mr. Gott tells is highly instructive. These fifteen Committees managed to spend some £7,088 between them. Of this sum "secretaries' salaries" is responsible for £646, printing for nearly £400 more, while rent, heating, caretakers, and other non-educational expenditure takes up about £1,750. If we deduct from these sums the amount (about £1,190) received from other sources, we find that no less than £1,600 out of the £7,080 has been spent by Middlesex on local administrative work. This is 22½ per cent., a proportion far in excess of that of any other county in England, the average for the rest

being about 5 per cent. The first duty of the Inspector should be to bring this leakage to an end, and force the local Committees (as is done in other counties) to find their accommodation and pay their secretaries out of rates or subscriptions.

MR. OSCAR BROWNING took for the subject of his presidential address the "Day Training College at Cambridge." "As that College," says the *School Guardian*, "never seems to have drawn more than twenty-five students in any single year, its policy was of scarcely sufficient importance to justify the prominence given to it." A singularly inept criticism, as if the interest of an experiment was proportionate to the scale on which it was tried. This particular experiment has raised, and, if Mr. Browning is right, has partly solved, a pressing question of grave import. At Cambridge, he tells us, elementary and secondary teachers are trained side by side, to the mutual advantage of both classes. We do not doubt the fact, and, under present conditions, this is the only training available for secondary masters. The millennium is still distant when all primary teachers will have passed through a University, or at least a University college, and all secondary teachers will be compelled by law to have gone through a post-graduate course of training. Meanwhile, the more the primary teachers who go to Oxford and Cambridge, and the more the secondary teachers who attend day training colleges, the better it will be for both branches of the profession.

FROM Mr. Browning's address we cull a few pertinent facts. The minimum annual cost of a student at the Day Training College is £65; £25 of this is defrayed by the Government grant, and most students hold a Toynbee Hall Scholarship of £25. The day students mix freely in University life, row in college boats, and all succeed in taking at least a poll degree. The "leakage" of which the college has been accused—i.e., the Queen's Scholars who take to secondary work—is under 10 per cent. One student (*teste* Mr. Browning) who accepted a public-school mastership is so disgusted with the luxury and unreality that he has given notice to quit, and is about to go back to his first love. Since the Teachers' Training Syndicate was established in 1878, 1,206 certificates have been awarded to women and 28 to men. Lastly, as that goes against our convictions, we are careful to note the testimony of Mr. Browning to the professional ability of pupil-teachers.

WE noticed last month an article by Dr. Mahaffy on Intermediate Education in Ireland. We have since received a pamphlet on the same subject by Dr. Molloy, reprinted from the *Irish Ecclesiastical Record*. It is a good omen for the future that two distinguished Irishmen, approaching the problem from opposite poles, should approximate so closely in their conclusions. Both demand oral as well as written tests; both would supplement or ultimately supersede examination by inspection. Dr. Molloy starts by giving us the favourable side of the Board's work (according to Dr. Mahaffy it has been an unmixed bane): "It is perfectly impartial in its administration; it has given a great impulse to secondary education in Ireland; it has stimulated the zeal and energy both of teachers and pupils." But these light touches serve only to make the darkness visible. It is "an ignoble traffic," "demoralizing," "degrading," "a rotten system which perpetuates a soul-destroying slavery" (the last phrase comes from *Nature*, but it is adopted by his Eminence). Dr. Mahaffy, appealing to an English public, contented himself with generalities, but Dr. Molloy puts forward a definite scheme of reform.

Briefly, he would reduce the grants paid on the results of the written examination, and add a percentage to the total amount earned by the pupils of any school, the rate of this addition being determined by the Inspector's report. As a temporary expedient and a transitional compromise this proposal is worth consideration, but it does not touch the root of the evil. It is still based on the vicious principle of payment by results. "To those that have shall be given;" the richly endowed or favourably placed school will get more; the struggling school in a poor neighbourhood will be left in the lurch. It is only fair to note that Dr. Molloy's subsidiary proposals for promoting modern studies and science in particular, and for converting exhibitions into bursaries, seem to us excellent.

TWO important headmasterships have been filled in the last month. At Tonbridge Dr. Wood is succeeded by the Rev. C. C. Tancock. Mr. Tancock was for ten years Headmaster of Rossall School, which post he resigned in 1896, on account of ill health. The quiet of a country living has effected a perfect cure. There were fifty-three candidates, and we are given to understand that Mr. Cook, Fellow of King's College, Cambridge, was *proxime accessit*. At University College School, as we anticipated, Mr. Eve is succeeded by Mr. J. L. Paton. Mr. Paton, like his predecessor, is an "all-round man." Between school and college he had a year's experience of business; after graduating as Senior Classic, he pursued his studies for a year in Germany, when he was appointed by Dr. Percival to a mastership at Rugby. Like his father, Dr. Paton, of Nottingham, the founder of the Home-Reading Union, he is an active philanthropist. The post needs a strong man in every sense of the word, and we believe it has got one.

MR. SADLER'S Department clearly has designs on the schoolmaster's leisure. We were just looking forward to a fortnight's hardly-earned holiday before the "scholastic parliaments" of January begin, when we are confronted with two bulky volumes of "Special Reports on Educational Subjects." Of course, every one who means to attend any of the numerous meetings at the beginning of the new year will feel bound to be primed with the latest information from the Educational Intelligence Department. Fortunately for our peace of mind, many of the chapters can be left for later perusal; but, in view of possible legislation, readers will turn at once to those papers which deal with the outward organization of education. Which these are is sufficiently indicated under "Reviews"; but Mr. Sadler's article on "Higher Commercial Education," and Sir Joshua Fitch's on the "French Leaving Certificate," which our reviewer has omitted to mention, should not be overlooked.

IT may seem strange, in these days of examination craze, to say that still another examination is needed. Yet the fact is so. There are many thousands of students in the technical institutes throughout the country whose work should be tested at the conclusion of each winter session. This is admirably done, so far as the Science and Art classes are concerned, by the inspectors from South Kensington. Another large section of work is examined by the City and Guilds Institute. Shorthand, ambulance, cookery, dressmaking—all have their respective examining bodies. But in modern languages what can the student do? The only body that offers to examine him in French is the Society of Arts. The few hundred candidates who present themselves annually for this examination seem sufficient proof that the Society of Arts has not risen to its

opportunity. The examination is of a curiously specialized character. The examiner makes the fatal and undignified mistake of recommending his own books, which, by their very cost, deter many students from entrance. The examination consists too largely of memory work—learning by heart so many pages of idioms from the examiner's book. If the Society of Arts or any other competent body would establish a sound examination in modern languages, from a commercial standpoint, they would afford help to thousands of students.

THE ARCHBISHOP OF CANTERBURY found a somewhat novel subject upon which to address the boys of the King's School. He spoke of the value of holidays, and we may be sure the school listened approvingly. "There is nothing like the teaching power of holidays," Dr. Temple is reported to have said, "during which there was a great sinking into their minds of all that they had learnt without knowing anything about it: so that, at the end of the holidays, their learning was better than at the beginning." This is a wise and by no means unneeded protest against the amassing of stores of undigested knowledge. And Dr. Temple showed that he was not speaking without careful thought, for he added that at Rugby he had noticed that those boys who, during the holidays, read only when it pleased them to do so, easily outstripped those who had been studying all through the vacation. Read as much or as little as you like during holidays seems to us excellent advice, in place of the bugbear of set holiday tasks. Whether that reading is much or wise is, of course, the indirect result of school and home life.

SIR GEORGE YOUNG would be always sure of an attentive audience when he spoke on the subject of secondary education. No man knows more than he of its administrative side. In the reports of his speech at Pontypool, we notice no sign of the alleged unwillingness of the Charity Commissioners to transfer to the Education Department any of their functions. On the contrary, he stated his opinion that, ultimately, the educational functions of the Commissioners must be transferred to a separate Department in the Education Office of the future. Incidentally he referred to the Englishman's love of talking—at least, as exemplified in educational matters: "You in Wales," he said, "have organized your education, while others are still talking." There will be a great deal more talking to be done yet; but we may fairly hope that the action of the Government during the next Session may limit the talking to certain definite ends.

THE BISHOP OF LONDON, addressing the prize-winners of the City of London College, took for his text "Commercial Education." The one thing in which he pronounced modern education lacking was nimbleness of mind, alertness, alacrity. The English clerk, he complained, like Cowper's schoolmaster, dismissed his cares with the last stroke of the clock, and thought of nothing out of office hours but bicycling and football. The German clerk brooded in the night watches over the problems suggested by the day's business. Undoubtedly this is a true bill; but Dr. Creighton's diagnosis of the malady, and the treatment he suggests, are somewhat fanciful and extravagant. He tells us that, as a boy, he went through what was regarded in those days as a decent course of education; but it was about things in general, whereas nowadays they were all experts in some particular thing. "Things in general" is a strange description of the grammar school curriculum of forty years ago—Latin and Greek with a tincture of mathematics; and, on the other hand, the blot

on middle-class education to-day is not that boys specialize, but that they are bewildered with a multiplicity of subjects. Again, when Dr. Creighton urges on the students that even in their amusements their minds should be occupied on something, and suggests that even in a football match some happy inspiration may flash upon them, we feel certain that football cannot be added to the list of the Bishop's many accomplishments. After all, it is ignorance that is at the root of the English clerk's apathy, and that ignorance is mainly due to want of opportunity. We therefore welcome the announcement that the College intends to establish shortly a higher commercial school.

THE officials of the N.U.T. have addressed a formal protest in the *Times* against the indecent haste with which the makeshift authorities, under Clause VII., are being multiplied by the Department. They complain that the organizations thus created, instead of representing all parties concerned, as was the professed intention of Sir John Gorst, constantly ignore, either partially or completely, the School Boards. Such flagrant injustice must be ascribed either to "a narrowing and depressive policy," or to "the ineptitude of a Government Department"; and Sir John is left between the horns of the dilemma. Sir John, in his Liverpool speech, has answered by anticipation. For Clause VII. he assumed (with the Duke) the entire responsibility, and, if School Boards are excluded, they have only themselves to thank. "I think it is extremely to be regretted that in so many places the School Boards set themselves in direct opposition to the operation of this section, and have deliberately refused to entertain any proposal for voluntary combination with other authorities." We hope, however, that the N.U.T. letter may lead Sir John to reconsider his position. To trust to natural selection, while Parliament sits passive, prepared in good time to pass an Act enregistering the survival of the fittest, has not so far turned out a successful policy.

DR. BODDINGTON takes up and answers, point by point, Sir Philip Magnus's attack on the federal system of Universities. (1) The three federate colleges have, since their inclusion in the Victoria University, increased in the number of students, improved their educational appliances, and extended their influence. (2) The degrees of the Victoria University have "a more precise and definite significance than those of the University of London. They show that the holder has pursued a prescribed curriculum under the guidance and supervision of recognized teachers. (3) The inspectors commissioned by the Treasury, in 1896, to report on University colleges, expressed their opinion that the true solution of the demand for extended University teaching lies in the close union of colleges with existing Universities, or the federation of a reasonable number of colleges, conveniently situated, into a University of their own."

AS the recent attempt of a parent to interfere with the discipline of a school, by endeavouring to obtain legal redress in view of his son's punishment by the headmaster, attracted wide notice and was commented on in these columns, we feel bound to chronicle the last act—a very happy one—of the drama. The aggrieved parent was unsuccessful in his efforts; but his action roused the other parents to take action to show their confidence in the headmaster. This "prize to the headmaster," as Archdeacon Sinclair phrased it, was presented last week to the Rev. C. G. Gull, at a large gathering of parents and boys at

the Grocers' Company's School, Hackney, and was made the occasion of a laudatory demonstration.

THE Association of Assistant-Masters, finding the space allotted to its reports in its official organ insufficient, has very wisely decided upon the monthly issue of a "circular to members." Two numbers of this publication have appeared. It lays no claim, of course, to be a paper, and yet its editing is worthy of praise, and its contents will prove of interest to the fourteen hundred members to whom it is sent. For the first time, every member of the Association is able to know what is being done, and to follow the activity of the Association in its various directions. When an association has a large membership, some means of communication between the executive and the individual member becomes essential, and we congratulate the Assistant-Masters' Association on its spirited action.

PROFESSOR MAHAFFY is the *enfant terrible* of education. Five and twenty years ago, Matthew Arnold preached in the wilderness from Wordsworth's text, "Me this unchartered freedom tires"; and now every educationist takes up the word, "some querulously high, some softly, sadly low," and preach the gospel of organization. But our terrible Professor, capping Archbishop Magee, proclaims to the Royal Society that he would rather see England free than England educated.

EDUCATION (SECONDARY AND TECHNICAL.) IN 1898.

THE RETROSPECT OF AN "OLD FOGGY."

IN these days of industrious associations and of divers conferences there are advantages in being, if I may say so, in the profession "of solid witt and discreet government" but not of it. To hear the clamour of contending tongues—from afar; to read without perturbation the proposals of politicians, the expectations of experts, and the immoderate desires of ardent youth! Thank heaven for the bulwark of British middle-class common sense: the buttress of our constitution! Thank heaven, too, for the House of Lords, the bishops, and the permanent officials! They, at any rate, may be trusted to "mark time," while pertinacious expert and imprudent youth "plot and pull strings to set the wide world right." The year 1898 in the matter of secondary and technical education, as I view it, has been chiefly notable for certain unofficial, but not uninfluential, efforts in doubtful directions, and a few steps forward on the open road of progress.

YOU concluded your review of secondary education during 1897 by quoting the Headmaster of Winchester's words: "The essential starting point in any sound movement towards the reform of secondary education is a Central Authority." If the necessity for reform be admitted, as presumably it is, this seems to me the obvious preliminary to any other step. But the Headmasters' Conference is the House of Lords of the teaching profession, and it is the deliberations in "another place" which call for consideration. The seventh annual meeting of the Headmasters' Association is memorable on account of what is called the "Concordat." I have read of such treaties between great powers, spiritual and temporal, usually resulting in violence to the religious belief or the national sentiment of a people! In this case representatives of certain popular institutions known as higher-grade schools and members of the Associated Headmasters conferred with the object of defining spheres of influence, much as plumbers and engineers endeavour to assign a limit to the size of pipes to be dealt with by the one craftsman or the other. And this plausible paper concordat of delimitation was received by the assembled Headmasters in what, I am told, is the characteristic spirit of professional and industrial combinations.

Witness arguments advanced both against and in support

thereof. "It implied," said one critic, "the recognition of other claims—and the surrender of their own." A member of the late Royal Commission on Secondary Education declared "they all wanted legislation for their own protection." No less distinguished an authority than the Headmaster of King Edward's Grammar School, after admitting that during the last twenty-five years the middle class had increasingly made use of elementary schools, said: "Unless the principle of delimitation was accepted, the higher primary elephant would put his foot down on the secondary schools. The primary schools would increase, and, if they did not accept the concordat, the secondary schools would decrease and disappear."

As I before remarked, I hear these things from a distance and ponder them without emotion. But this kind of talk, I confess, distresses me. I ask myself: "Is it supposed that these gentlemen, identified with particular schools, prejudiced in favour of certain measures, constitute the right tribunal to settle an educational question affecting the life interests of six million children? Is the continued existence of this or that class of school to influence a grave question of national policy? The only claim worthy of recognition is that of the effective education of the people: the only legislation to be desired that which will promote it."

"THE differentiation of these schools," suggests the concordat, "is, and should be, recognized in the aims of the schools, and the character of the education, which in primary schools must, by force of circumstances, give a high place to immediate utility, while in secondary schools immediate utility should be subordinated to the better securing of the well trained and open mind, traditionally recognized as the outcome of a liberal education whether on classical or non-classical lines." What does this carefully balanced proposition really mean? It means, if meaning it has, that the endowments for the liberal education of the people shall be still further preserved for the benefit of the well-to-do; that the select few shall be supplied with the "genuine article," while the "many" receive a spurious imitation. More than this. It appears to be an attempt to degrade the ideal of national education. To *instruct* the millions; to *educate* the thousands. To deny to the former "the well trained and open mind," essential to moral and intellectual progress, in the interests of "immediate utility." A gracious educational doctrine forsooth, to be enunciated by its professors! "The aim and office of instruction, say many people, is to make a man a good citizen, or a good Christian, or a gentleman; or it is to fit him to get on in the world, or it is to enable him to do his duty in that state of life to which he is called. It is none of these, and the modern spirit more and more discerns it to be none of these. These are, at least, secondary and indirect aims of instruction; its prime direct aim is to enable a man to *know himself and the world*. Such knowledge is the only sure basis of action, and this basis it is the true aim and office of instruction to supply."

PRIMARY, higher primary, secondary, technical, and University education, we are told, each has its "specific aim," and therefore, cries the expert, let us proceed to "delimit." On the contrary, as I venture to view it, the educational machinery of a democratic country is, and must be, organic. It has one function, that of enabling the individual to make the best possible use of the faculties with which he is endowed. "Man is not a farmer, or a professor, or an engineer, but he is all. Man is priest, and scholar, and statesman, and producer, and soldier." The service to be rendered to the State by particular parts of the machinery necessarily differs. But it is difference of grade and not of kind. And the grade to which the individual may aspire is to be determined, not by expediency, or by imaginary delimitations, or the aims of immediate utility, but by his mental capacity and disposition to make sacrifices. On this question the National Union of Teachers, at their annual Conference, resolved:—"That any attempt to restrict public education by drawing hard and fast lines between primary and secondary instruction should be strenuously resisted as injurious to national progress."

I NOTE that the Association of Assistant-Masters, which

promises to become a formidable organization, was chiefly concerned at its annual meeting with the training and registration of teachers. The Duke of Devonshire's Bill appears to promise a more or less speedy fulfilment of this demand. I do not share the general desire for stereotyped moulds and uniform labels. But, it is said, "registration" will eliminate the unfit. Does it do so in other professions—the law, medicine, the Church? Registration may prove the deceptive scabbard for many an indifferent blade. "It is the goodness of the sword you seek after, and not the worth of the scabbard: for which peradventure you would not give a farthing if it want his lynning." In a retrospect of the year, some attention should be given to the deliberations of several more or less important associations and societies, but references to proposed legislation affecting secondary and technical education will exhaust the space at my disposal.

AN acquaintance of mine, who recently attended a meeting at which the Duke of Devonshire was supposed to take a leading part, replied, in answer to my question: "Speeches were delivered by Mr. Devonshire and his Grace the Duke of Robinson"; from which I gathered that Mr. Robinson had successfully asserted himself, and triumphed over the representative of the House of Lords. In reviewing projected educational legislation during 1898, the Lord President of the Council seems to have once again taken a back seat in favour of an incorporated Mr. Robinson—the Headmasters' Association. The small boy, when asked: "What is a member of Parliament?" said: "A gentleman who *tries* to make laws." In days past schoolmasters concerned themselves with training future "Commoners for Lords and councillors for kings." Now they *try* to make laws." The Lockwood Bill professed to be drawn according to the recommendations of the Royal Commission on Secondary Education. A discerning correspondent told me, however, it reflected the views of one who incorporated the headmasters and those of a distinguished public official. The defects of this Bill were not superficial, but fundamental. "The real preliminary to an effective system of popular education is," said Matthew Arnold, "to provide the country with an effective municipal organization; and here, then, is, at the outset, an illustration of what I said, that modern societies need a civil organization which is modern." The absence of this civil organization is responsible for the creation of local bodies for special purposes, and among the number School Boards. Had the machinery of local government conferred by the Acts of 1888 and 1894 been in existence in 1870, a Committee of the District Council would probably have been responsible for elementary education. It may yet be so, and it is of great importance to the community that it should be so. The Lockwood Bill ignored the civil organization of the country, and proposed to repeat, without reason, the error of 1870.

THE Advisory Council, as conceived in the Lockwood Bill, was a serious new departure in our system of government. It constituted an appropriate precedent for the various industrial trade unions to demand representation on an Advisory Council to "kindle and restrain" the Board of Trade. The Advisory Council was to "delimit" primary, secondary, and technical instruction, classify schools, determine the qualifications of inspectors, regulate the inspection and examination of schools; in fact, as it was genially said, "run the whole show," with the help of machinery, labelled "Education Department" and "Local Authority." In harmony with this exaltation of the Advisory Council, largely composed of representatives answerable only to different professional interests, was the concentration of power in the Central Department. Even as School Boards, the Local Authority for Secondary Education of the Lockwood Bill was an unreasoning, unthinking limb, the movements of which were to be controlled and directed from a superior centre.

It will be observed that, just as two or three years ago "co-ordination" was the one thing needful, we are now to find salvation in "delimitation." Having, on paper, "delimited" primary and higher teaching, a similar process is applied to secondary education and technical instruction. We suffer much, no doubt, under the name of technical education, much that is neither "technical" nor yet "education." It is reason-

able also to suggest that one is essentially "general," the other mainly "special." As, however, the Royal Commission concluded, "no definition of technical instruction is possible that does not bring it under the head of secondary education, nor can secondary education be so defined as absolutely to exclude from it the idea of technical instruction." The latter has been defined by the Headmasters' Association as being concerned with the *production and distribution* of wealth—the first involving the study of the physical sciences, and the latter training in commercial subjects, much of which work, it was claimed, is done by secondary schools.

Of the Government's Board of Education Bill there is little to be said. The least progressive among "old fogies" could not find fault with it. It is surely wisdom for Central Departments to settle their differences, and disentangle their responsibilities, before creating additional local problems. I find a difficulty in understanding the anxiety displayed by secondary schoolmasters for comprehensive measures. We are again told, as I see from to day's paper, that order is to be evolved out of chaos, while we want "elasticity, flexibility, and adaptability" made by the different conditions which are represented in different teachers and different pupils. The argument seems to be this: Secondary education in this country is, before all things, distinguished by variety, elasticity, and flexibility, and its condition is also declared to be "chaotic." We are asked to reduce it to order without disturbing the elements of chaos. The number of pupils under systematic secondary education may be unsatisfactorily low; but I have yet to learn that secondary schools generally have no vacant places. On the contrary, in those parts of the country with which I am practically acquainted, the immediate need of the grammar schools is, without exception, "more scholars." I have yet to learn, moreover, of the secondary schoolmaster with the organization of his own school. The existence of an educational institution not in need of money has yet to be discovered; but, as regards a majority of endowed grammar schools, there is no "intolerable strain." I sometimes think, if the energy represented by these industrious associations and divers conferences was devoted to the quiet work of particular reform, rather than to the noisy endeavour of general persuasion, the profession and the commonwealth would gain. "Social organizations are like certain plants which yield either poison or medicine, according to the mode in which they are administered. Good men can work good, even out of an evil organization." W.

CORRESPONDENCE.

HIGH-SCHOOL AND UNIVERSITY STUDENTS AS MISTRESSES IN PUBLIC ELEMENTARY SCHOOLS.

To the Editor of The Journal of Education.

DEAR SIR,—(1) What openings? (2) What salaries? (3) What steps to take?—are three questions that are often being asked on this subject. For some time managers of voluntary schools have found a difficulty in obtaining a proper supply of good mistresses to fill up the vacancies in their schools, but hitherto the School Board for London have received plenty of applications for all their posts.

In the account in the *Times* of the proceedings of the London School Board of December 15, the Chairman of the School Management Committee (Mr. G. Wallas) is stated to have said: "The bottom of the London supply has been reached." On the next day, at the head of the weekly advertisement of vacancies in London Board schools, it is specially announced that "country teachers are invited to apply." In the monthly paper that gives an account of the doings of the London School Board, the following paragraph is to be found in this month's issue:—

HIGHER-GRADE SCHOOLS.—The Sub-Committee filled up fourteen vacancies for assistantship on the 4th, 14th, and 21st ult. There is a great dearth of applicants, especially for *girls'* departments; in many cases not a single application being received.

In these higher-grade schools the Board are trying to appoint teachers of rather superior qualifications than they usually require of mistresses. The consequence seems to be that there are not many applications for these posts, though the teachers generally receive additional salary. Both here and in all public elementary schools there is an excellent opening for those who have passed through Oxford or Cambridge, or have been educated at similar colleges and high schools. The salaries in public elementary schools vary a great deal; but, as a little guide, and because over six thousand mistresses are employed by the London School Board, the following is the scale of salary paid to trained certificated mistresses by that Board:—(1) assistants in Board schools, £85 a year, rising by yearly increases of £3 to £125; (2) assistants at pupil-teachers' schools, £125, rising by yearly increases to £155; (3) headmistresses, from £120 to £300, according to the size of the school.

There are several roads by which a girl can obtain her Government certificate, but certificated teachers may be grouped under three heads:—(a) untrained, (b) trained, (c) University.

The supply of (b)—those who have passed through a Government training college—is not nearly sufficient to fill the vacancies, so that managers must go to the (a) or (c) source for their requirements.

At present very few of what may be called University-trained teachers—Article 60 (b)—have taken up this work, but an attempt is being made to persuade them to do so.

Probably the chief reasons are that so few know (a) what openings and salaries there are for those who would care for the work; (b) that by Act of Parliament of 1898 there is a Government pension for a breakdown in health or old age for all such teachers; (c) what steps to take to qualify themselves for the profession.

Shortly, the best way for daughters of professional men seems to me to be the following:—(1) Education at a high school until seventeen or eighteen. (2) Apprenticeship for one year at a good public elementary school; or, if the Oxford or Cambridge University Examination for senior students, the Cambridge Higher Local, the Higher Certificate of the Oxford and Cambridge Schools Examination Board, or some other examination mentioned in Art. 51, has been passed, then one year as an assistant in a good elementary school. (3) Training for one or two years at a college supported by Government, or three years at Oxford or Cambridge, at a college such as Girton. For those who go through a course of this kind there is no difficulty in obtaining good appointments. Pupil-teachers receive a small salary of £10 to £20 a year. Those who enter training colleges as Queen's Scholars, having passed the Queen's Scholarship examination at the end of their apprenticeship, have only to pay from £10 to £20 as an entrance fee. The rest of the expenses of their college career are met by the college and the Queen's Scholarship.

It would be well for all who are thinking of taking up teaching in elementary schools to obtain a copy of the "New Code" issued by the Education Department, price 6d. From that it will be seen that there are three articles, under which those who have been educated in high schools can become qualified to teach in Government schools—(1) Article 51 (those who have passed such examinations as the Oxford or Cambridge Higher Local), (2) Article 60 (b) (graduates), (3) Article 68 (women over eighteen years of age, and approved by the Government Inspector). Perhaps it would be better for teachers without experience in elementary teaching to commence in a good voluntary school rather than in a Board school. There is often more freedom and sympathy in good voluntary schools. The three kinds of schools open to University teachers are:—(1) ordinary day schools, (2) higher-grade or science schools, (3) pupil-teachers' schools.

J. BAYFIELD CLARK.
St. Saviour's Vicarage, Camberwell, S.E.

December, 1898.

THE CAMBRIDGE CONFERENCE OF THE N.U.T.

To the Editor of The Journal of Education.

SIR,—It is becoming more and more evident that the interests of secondary and primary teachers are in many respects identical, and that, if one section of our profession is not progressing, it will not only suffer itself, but also cause other sections to suffer. It appears, therefore, to be to the interest of

all teachers that any section which is attempting to introduce reforms should make it known to the whole body of teachers, and obtain their interest and help. We ask you, therefore, to allow us to use your columns to give secondary teachers some information which we think should interest them.

The annual Conference of the N.U.T. will be held next Easter at Cambridge, and it seems probable that that Conference will be of exceptional importance. The local committee are anxious that one of the characteristics of the Conference should be the prominence given to women members, and to those aspects of educational work which particularly relate to women. We would venture to remind your readers that women play by no means an unimportant part in education. Women teachers are already in the majority, and that majority seems to be steadily increasing year by year. This is the case not only in our own country, but elsewhere, notably in the United States. We women teachers have now an excellent opportunity of showing that we are capable of taking a wide and non-personal idea of our work, of proving that we are capable of a strong professional spirit, and of working well with men belonging to the same profession—the only one at present in which women are at all on equal terms with men. We are hoping that all women teachers in the British Isles will watch with interest the efforts to be made at Easter to emphasize the contribution of women to the work of education.

We would venture to appeal also through your columns to women teachers in primary schools, and in other Government-inspected educational establishments. As individuals we are, comparatively speaking, unimportant, but, as part of a united organization, we may be of great use. We would venture to urge on the women teachers connected with elementary education to join the N.U.T. The Ladies' Committee of the Cambridge Conference have undertaken to try and increase the number of women members of the Union. Our first efforts were made in our own neighbourhood, and we have succeeded, in spite of many local difficulties, in getting almost every certificated woman teacher in the district to enter the Union. We now venture to appeal to enthusiastic women members inside the N.U.T., and enthusiastic women teachers outside, to help in every possible way within the next few months to enrol a large number of new women members.

All those who have had elementary education greatly at heart have during the last few years realized the importance of the connexion between University and elementary education.

It is hoped that the Conference at Easter, 1899, will do something to put elementary teachers more in touch with the University, and help the University to understand more clearly, not only what are the problems of elementary education, but also the conditions under which they must be solved.—Believe us, yours truly,

E. P. HUGHES, *Chairman of the Ladies' Committee.*

E. E. ROBSON, *Vice-Chairman.*

L. BRITTON, *Hon. Treasurer.*

M. BLAIR, *Hon. Sec.*

[We gladly print Miss Hughes's appeal, and share her hopes that the Cambridge Conference of the N.U.T. will be distinguished by that note of catholicity which she desiderates.—ED.]

THE UNIVERSITY OF BIRMINGHAM.

To the Editor of The Journal of Education.

SIR,—In your notice of the fact that Birmingham is on the eve of obtaining its University, I find the statement that “the Birmingham University will naturally, at starting, be mainly a medical school, though professors will be provided for almost all other University subjects.” I do not know what your authority is for making such a statement, which is certainly not deducible from any of Mr. Chamberlain's three speeches on the subject (of January, July, and November of this year), and which will certainly come as a surprise to those acquainted with the facts on the spot. The published report of the Management Committee also gives no support to the idea that the new University will be “mainly a medical school.” On the contrary, it proposes the establishment of a complete Faculty of Arts (containing eight professors) and a complete Faculty of Science (containing the same number of professors), side by side with the continuance of the existing medical school, which is to be supplemented by the appointment of one additional professor (of pathology and bacteriology). When Mr. Chamberlain spoke

of the new University being “redolent of the soil,” he was referring not to the Medical School (which is in no way specially characteristic of Birmingham), but to the proposed development of a School of Applied Science in connexion with the Faculty of Science, and perhaps still more pointedly to the establishment of a School of Commerce in connexion mainly with the Faculty of Arts. “The establishment of such a school,” he said, “will give to our University that special character which I think it ought to have if it is to maintain a distinctive and important position.” But he also made it clear throughout his speech that the establishment of these professional or technical schools within the University was in no way to impair its character as a school of universal learning. His words were: “I think our ideal may be stated in a few words as the creation in Birmingham of a great school of universal learning; an institution which shall provide for the intellectual cultivation of the mind in the broadest possible sense, and shall maintain for ever in the city the highest standard of intellectual attainments. We desire that in this school all acquired knowledge shall be taught and explained; and we desire further that knowledge shall be advanced by original research, and by the willing co-operation of those who are engaged as professors and teachers.”—(*Birmingham Daily Gazette*, November 19, 1898.)

Probably your impression of the scheme was derived from some inadequate report of the proceedings. But I hope you will find room for this letter in order to correct what may give rise to an entirely false conception of the ideals which Mr. Chamberlain and the other promoters of the scheme have at heart.—I am, yours faithfully,

E. A. SONNENSCHNEIN.

Mason University College, *December 2, 1898.*

SHORTHAND EXPERIMENTS IN SCHOOLS.

To the Editor of The Journal of Education.

SIR,—Your readers will, I am sure, have been much interested in the account you give of an experiment at Owen's School, Islington. Perhaps you will permit me to say, however, that the practical testing of the relative merits of shorthand systems by parallel teaching has already been effected in a great number of schools, and where the systems have been such as the Headmaster of Owen's names the results have always been similar—the results with the older detached-vowel geometric styles, such as Pitman's Taylor's shorthand, dating from 1837, bear no comparison with the results with the newer joined-vowel cursive systems.

I will not trouble you with many examples, but what I give will be from personal experience. For the last eleven years Pitman's shorthand and a modern joined-vowel cursive system have been taught side by side at Dover College under exactly the same conditions. At every examination, school or public, the vast superiority of the modern method as a school subject has been demonstrated in a most convincing manner. At the last public examination for the medal annually offered by Mr. George Wyndham, M.P., the best modern-method writer was 760 marks ahead of the best Pitman writer, and, at the last examination (in July) in connexion with the Lord Salisbury Challenge Shield, the best results for the systems were: Pitman, fourteenth term, 760; modern-method, fifth term, 950.—I am, yours truly,

Excelsior, Dover.

PERCY E. KINGSFORD.

November 3, 1898.

THE ELECTION TO THE HEADMASTERSHIP OF UNIVERSITY COLLEGE SCHOOL.

To the Editor of The Journal of Education.

SIR,—May I ask you to be good enough to correct in your next issue a statement which appears in “Jottings,” on page 709, of your December number? It is not the case that, after the withdrawal of Mr. Barnard from his candidature for the Headmastership of University College School, the choice lay between another candidate named and myself. I had withdrawn my name before the first appointment was made.—I am, Sir, your obedient servant,

H. L. WITHERS.

PHONETICS.—What are the most suitable books for beginning the study of phonetics? Many of our readers will be glad to see the answer to this question given by the Sub-committee on Phonetics of the Modern Language Association. “Les Sons du Français,” Paul Passy (Firmen, Didot, Paris, fr. 1.20); “Abrégé de Prononciation Française,” Passy (Reisland, Leipzig M. 1.40); “Le Français parlé,” Passy (same publishers, M. 1.50); “Die Aussprache der Schriftdeutsch,” Vietor (same publishers, M. 1.80); “Kleine Phonetik,” Vietor. English edition for English, French, and German (Dent, 2s. 6d.).

JOTTINGS.

THE report of the London Society for the Extension of University Teaching, 1897-98, shows a steady maintenance of the number of students and an increase in the number of sessional certificates awarded. Seventy courses of lectures were given; the number of entries averages a hundred. For Prof. Lewes's course on "The Chemistry of Air, Fire, and Water" there were 650 entries; for a course on "The Making and Sharing of Wealth" there were only seven. Judged by the number of certificates awarded, Mr. Mackinder's course on the "Geography of Britain" was the most successful. About half the class (120) gained certificates.

SOME persons affect to misunderstand Sir John Gorst's contempt for the choice of the average elector when voting on a so-called "educational" issue. They should have been present at a recent inquiry held by a County Council in a place of some 12,000 inhabitants. The subject of the meeting was the Housing of the Working Classes, and much interest was excited. A local paper has the following paragraph:—"During the inquiry a well known public character continually interposed something about 'artesian' dwellings. It is to be presumed he meant artisans' dwellings. That gentleman has been entrusted by the intelligent electors with the supervision of the education of their children!" The same School Board recently discussed the subject of the introduction of "boxing" as a specific subject into its schools, and, sooner than have anything to do with "continuation" schools, hands the care of them over to a voluntary committee. Yet the *Daily Chronicle* of December 17 tells us that "School Boards are chosen for their knowledge of and interest in education."

THE December number of the *Preparatory Schools Review* is full of interest. "The Health of our Boys" is dealt with in three articles, and the attack of the *Spectator* on preparatory schools vigorously rebutted, perhaps with unnecessary heat in dealing with Mr. Millington's letter. The plea for a reformed pronunciation of Latin is restated and reinforced. We learn incidentally that at Marlborough, Clifton, Haileybury, Uppingham, Bradfield, Christ's Hospital, and University College School the new pronunciation is now in use, while Harrow, Cheltenham, Manchester, Malvern, and Merchant Taylors' School are doggedly conservative.

AT the Training College Conference Principal Faunthorpe raised a laugh against himself, in which he heartily joined, by remarking: "But I will not detain the meeting, for there is, I believe, in the room another admirable teacher of geography besides myself."

THE schoolmaster is abroad. Dr. James, of Rugby, Mr. Oscar Browning, Messrs. Upcott, Richardson, and Mullins, of Marlborough, are all off to Constantinople for the Christmas holidays.

THE leaving supper at University College School, when Mr. Eve was presented by his old pupils with a solid silver bowl, was a scene of wild enthusiasm rarely witnessed in London, which prefers to take its pleasures sadly. The shouts of the *kaïmos* which escorted him from Gower Street to his home in Gordon Square (so we are credibly informed) startled the little Foundlings from their beauty sleep.

SPECULATIVE EXAMINER: "What would King Alfred, were he still alive, think of Home Rule?"—Pawky Candidate: "He would be so old as to have lost all interest in politics."

AN IRISH BULL: "And why was there no room for him in the inn?"—Teacher (after scouting various conjectures): "Sure and it was Christmas time and all the country folk had crowded up to do their little shopping."

A SCHEME is projected for establishing a school of malting and brewing in connexion with the Mason University College, Birmingham.

AT the late Cambridge Local Examinations the number of candidates entered for the various examinations was 16,233, a total which shows a considerable increase on the entries of any previous year, the numbers of the last three years being 13,830 in 1895, 15,055 in 1896, 15,118 in 1897. These entries were distributed as follows among the various examinations:—Preliminary (in which the increase is greatest), 5,256; Junior, 8,470; Senior, 2,215; Higher, 292; 9,502 of the candidates were boys and 6,731 girls. The numbers given above included 1,220 candidates at centres not in the United Kingdom, nine of these centres are in the West Indies, five in Ceylon, two in the Straits Settlements, the remaining centres being Bermuda, British Columbia, British Guiana, Mauritius, Ootacamund, and Valparaiso.

IN the Junior Examination the following subjects were selected by at least 90 per cent. of the candidates:—Religious Knowledge, English Grammar (including Composition), English History, Geography, and French. The English Author was taken up by more than 80 per cent.; and here it is noticeable that, of the alternatives, Shakespeare's "Merchant of Venice" was selected by 6,452, one of Macaulay's Essays by only 456. Nearly 74 per cent. entered for Euclid and Algebra, about 42 per cent. for Latin, nearly 13 per cent. for German, and 4 per cent. for Greek. Of the nine distinct subjects in Natural Science, the most popular were Theoretical Chemistry (1,678 candidates), Physical Geography (1,010), Practical Chemistry (961); for the recently introduced subject of Elementary Experimental Science, to which many teachers attach great importance as an introduction to scientific studies, there were 501 candidates. For Drawing, over 55 per cent. of the candidates entered; for Music, about 14 per cent.; for Book-keeping, over 7 per cent.; for Shorthand, nearly 5 per cent. The percentages for the various subjects in the Senior Examination agree in the main with the above, except that the proportion of candidates taking up Classics and Mathematics was smaller. This difference may be largely accounted for by the fact that the girls, who were less than 35 per cent. of the Junior candidates, constituted nearly 64 per cent. of the Senior candidates.

THE scholarships offered by the Council of Newnham College have this year been awarded as follows:—the Classical Scholarship to Miss S. J. Williams, of Newnham College; the Winkworth Scholarship to Miss D. D. Mitchell; the Clothworkers' Scholarship to Miss M. M. Pearce, of the Cheltenham Ladies' College; the Drapers' Scholarship to Miss E. M. Smith, of the Manchester High School; the Colnden Scholarship to Miss D. C. Earle, of Newnham College. Scholarships of £35 have been awarded to Miss M. A. Tucker, of Newnham College, Miss S. Frood, of University College, London; and to Miss A. Robertson, of Bedford College, with leave to defer residence until 1899. The Arthur Hugh Clough Scholarship for fourth-year students has been awarded to Miss A. R. Hutchinson, who obtained a first class, with distinction, in the Medieval and Modern Languages Tripos. The Historical and Archaeological Essay Prize was awarded equally between Miss Edith M. Platt, for an essay on the "Witenagemot," and Miss Mary T. Sturge, for an essay on the "Early Inhabitants of Cornwall."

THE case of Bedbrook v. Bourne has resulted in a verdict for the defendant. It arose out of an alleged agreement between King's College School (through the Headmaster) and plaintiff, who had had a private school at Wimbledon, which, he maintained, was by agreement to become the chief, if not the only, boarding house of the College School, on the removal of the latter to Wimbledon; and he claimed damages for breach of contract. The defendant denied the existence of such agreement. Ultimately an arrangement was come to between counsel, defendant undertaking to defray costs and pay plaintiff a sum of money. The Lord Chief Justice remarked upon the hardship of the plaintiff's position, though no legal or moral responsibility attached to defendant.

LEEDS is shortly to have a Girls' Grammar School. At the instigation of the Charity Commissioners, the Governors of Leeds Grammar School are handing over £12,500 to form the nucleus of an endowment fund for the proposed institution.

A MOST important publication has been undertaken by the Gesellschaft für deutsche Erziehungs- und Schulgeschichte, entitled *Das gesammte Erziehungs- und Unterrichtswesen in den Ländern deutscher Zunge*, or, as the sub-title explains, a periodical bibliography of all books, articles, and official documents published in German-speaking countries. The output, as the specimen number shows, is enormous, and to the student of pedagogics (there are such even in England) such a guide is invaluable. Three fascicules are issued each quarter, and the quarterly subscription is 5 marks. For further information apply to the Treasurer, Prof. H. Fehner, 229 Friedrichsstrasse, Berlin.

FROM the Girton College Report, 1897-98, we learn that the Committee has decided to proceed with the extension of buildings necessitated by increase of numbers. The estimated cost is £40,000, and the funds available from contributions, and other sources, now amount to over £18,000. Contributions will be received by the Hon. Sec., Miss Emily Davies, 12 York Street, Portman Square, W.

FOR the new year is announced a new educational journal, the *Revue internationale de Pédagogie comparative*. It takes as its speciality abnormal children, and has engaged correspondents in every European country and in America. Yearly subscription for England, 9 francs.

FROM the Annual Report of the London School Board it seems that it costs £48,000 a year to secure an average attendance in the schools

of 80·7 per cent. Of this large sum £43,000 is spent in the salaries of school attendance officers and others. Is the result worth the outlay? Supposing that, out of the 80 per cent., 70 per cent. would come to the schools without being looked after at all, it means that the truant 10 per cent., equal to 75,000 children, cost 13s. each per annum to bring to school. And when they are got there it is more than doubtful whether they are educated, as truancy becomes chronic, and the truant simply gets a smattering until the blessed age of exemption is reached, and he is free to start on his uneducated career. This is a most serious item in the annual education bill, and we wish we could see some result from the outlay.—*Pall Mall Gazette*.

THE new Ruthin County School for Girls, which was to open next term, will not, it is now announced, be ready until the beginning of the Easter term. The appointment of a headmistress will, however, be decided during the second week in January.

SCENES from the "Stichus" of Plautus, chosen and adapted by the classical mistress, were acted by the senior girls of Miss Somerville's School, Randolph Crescent, Edinburgh, on the last evening of the summer term. The girls, who were dressed in simple classical garb, acted their parts naturally and with much spirit, so that even those of the audience who were not Latin scholars derived much pleasure from the play.

THE Council of the Cambridge Training College for Women Teachers have awarded entrance scholarships to Miss W. James, B.A. of Aberystwyth College; Miss Brown (Cambridge University Tripos), of Newnham College; and Miss Le Breton, B.A. Royal University of Ireland.

A TRAINING college has been opened recently in New York City, where a regular course of instruction is given to women desirous of learning the art of embalming the dead. Embalming is very general in America among those who can afford the process, and it appears that the office of embalming offers a lucrative profession for women in New York and other American cities, the rate of remuneration for each body embalmed ranging from £3 to £10 and upwards.

THE Council of the Cambridge Training College have awarded the Gilchrist Travelling Studentship for next year to Miss Margaret Punnett, B.A. Miss Punnett received the special mark of excellence in the Teachers' Diploma, open to graduates of the London University, and has been for several years a lecturer in the Saffron Walden Training College.

THE Royal Agricultural Society of England has issued, in pamphlet form, the "Regulations and Syllabus of the Society's Examinations in the Science and Practice of Agriculture, and in the Science and Practice of Dairying." The examination in agriculture will be held on May 9-13, 1899, and that in dairying on September 25-29, 1899.

A MEMORIAL fund has been started to present a portrait of Dr. Welldon, to be painted by the Hon. John Collier, to the Vaughan Library at Harrow.

A NOTABLE headmaster, the *doyen* of the profession, died last month within ten days of his ninetieth birthday. Dr. J. Bradley Dyne was the first Headmaster of the reconstituted Highgate Grammar School, and he may be said to have done for Highgate what Thring did for Uppingham. During his thirty-five years of office from 1838 to 1873, four boarding houses were established, and a magnificent cricket ground was acquired. In 1866 the present school buildings were finished, and in 1867 the chapel was added by the munificence of a private donor. Dr. Dyne was a ripe classical scholar, and from 1846 to 1866 Highgate stood almost first in University successes.

MR. R. A. YERBURGH, M.P., has promised to give £1,000 towards a Peel Scholarship scheme for Blackburn.

PROF. JEBB has been elected to the Honorary Professorship of Ancient History in the Royal Academy, rendered vacant by the death of Mr. Gladstone.

THE REV. T. W. SHARPE, C.B., has been nominated by the Bishop of London to the Principalship of Queen's College, London.

MR. STANLEY LANE-POOLE, author of the volume recently published by G. P. Putnam's Sons in the "Heroes of the Nations" Series, entitled "Saladin, and the Fall of the Kingdom of Jerusalem," has just been appointed Professor of Arabic in the University of Dublin.

MISS M. P. H. JONES, M.A. London, has been appointed temporary assistant in the Department of Philosophy at University College, Cardiff. The Chair of English Language and Literature in this college is now vacant owing to Professor Vaughan's election to a similar position in the Durham College of Science, Newcastle.

MISS GRACE L. PALETHORPE, once of Newnham College, has been appointed Headmistress of the Royal School, Bangkok. The salary is about £480, and the engagement is for three and a half years.

MR. A. J. WYATT, M.A. Christ's College, Cambridge, has been appointed Chairman of Examiners for the Medieval and Modern Languages Tripos, 1899.

MR. J. W. HARDWICH, B.A. St. John's College, Cambridge, Headmaster's assistant at Durham School, has been appointed to an assistant-mastership at Rugby.

MR. F. A. HILLARD, M.A., senior science master at the Wyggeston School, Leicester, has been appointed, out of 150 candidates, to the Headmastership of the Worcester Grammar School.

MR. J. HURST HAYES, B.A. St. John's College, Cambridge, chemistry master at Blackburn Grammar School, has been appointed to a house-mastership at the Leys School, Cambridge.

THE TRAINING OF TEACHERS: A SUGGESTION.

THE London School Board has recently adopted, at the instance of Mr. Lyulph Stanley, a scheme to meet the needs of those Queen's Scholars on its staff who find themselves unable to obtain a place in a training college. For a period of four years these young teachers, who are already qualified under the Code as assistant-teachers, will be engaged in the schools for half-time only; the remainder of their time will be spent in attending classes in preparation for the Government Certificate Examination. This instruction will be provided by the Board without fee, and a very small salary will be paid to the teacher for her services in the school. At the end of the four years, the teachers who have passed through the Board's Certificate classes on these terms are to rank with those who have had the usual two years' course of training in a recognized training college.

This new departure is interesting in two ways:—(1) as an attempt by a School Board to meet the demand for "training" which the existing training colleges are totally inadequate to supply, and (2) as a proof of the value set upon training by the elementary-school teacher. The teachers who will enter upon the training now provided by the Board must be at least eighteen years of age; so that the very lowest age at which they will be fully qualified is twenty-two years.

Is it unreasonable to expect that the secondary-school teachers will be willing to make at least equal sacrifices of immediate reward to qualify themselves for their branch of the profession? Is it impossible for the authorities of secondary schools to devise a scheme, on the lines adopted by the London School Board, for the training of the younger members of their staff, who, for reasons easily understood, are unwilling to take the course of training provided by the training colleges for secondary teachers?

It is notorious that the successful student at Oxford or Cambridge (I have the women students in mind) is averse from entering a college for professional training at the end of her University course. And why should she do so since headmistresses are ready to engage her, all ignorant of her work as she is, at what is deemed the fair salary of £100 a year?

In spite of warnings given by Registration Bills and resolutions of education conferences, the graduate still deems it unnecessary to provide for the future by obtaining guarantees of professional competence other than testimonials of a headmistress.

The young teacher is not likely to demand "training" until it be required of her, and many headmistresses are suspicious of the methods followed in our few training colleges, and of their products, and prefer those teachers who have gained their experience in their own schools. This natural desire on the part of headmistresses would be met, and training would be secured for the woman graduate in a way more congenial to her than a year's course in another college, if practical teaching

in a school could be combined with systematic instruction in the theory of teaching.

I would suggest the following plan:—That headmistresses, instead of engaging young teachers fresh from the University at a salary of £100, should engage them at a salary of, say, £50 or £60 for one year, and should further undertake to provide them with instruction during the year which would enable them to obtain, say, the Cambridge Teachers' Diploma. Schools in the same neighbourhood could combine to use the services of one mistress of method, who would give the necessary lectures in the afternoon, and who could visit the various schools in the morning to observe her students at work. This might be described as a scheme for the employment of paid student-teachers; but, in this case, the student-teachers would be graduates, and the instruction provided for them would be professional only.

"Training" would be carried on under the most natural conditions; school-method would be learnt in the school itself. Further, it would be under the eye of the headmistress, who, no doubt, is the proper person to give the training, if circumstances but made it possible. The headmistress could, perhaps, arrange with the mistress of method such a time-table for the teacher as would fit in with her theoretical work. The scheme would have the merit of economy. The students would pay for their own training by working for one year for a smaller salary than they could otherwise have commanded.

To make the plan clearer, take the case of five large girls' schools, under one authority, in one of our large towns. Each school might have two teachers each year direct from a University. For £60, these teachers might be expected to give the whole of their mornings to work in their schools, whether as form mistresses or not. Their corrections should be made as light as possible, so that the greater part of their afternoons and evenings might be free for professional study and reading. A specially qualified mistress of method (whose salary would be provided for by the lower salaries paid to the graduate student-teachers) would deliver afternoon lectures to the young teachers on the theory of teaching and the history of education. She would visit the five schools in the morning to give criticism and advice to the students in their practical work. At the end of the year, these students would obtain their professional diploma, and would rank as fully qualified teachers.

For the scheme to succeed, the greatest care would have to be exercised in the selection of the mistress of method, and the salary should be generous enough to attract those who would be eligible for the prizes of the profession.

Any scheme of this sort would require very careful working out in detail to meet the varying circumstances of different localities, and, of course, would be beset with difficulties, but it would supply a training free from the objections which can be brought against the somewhat academic methods now in vogue, and would meet the needs of a considerable number of young women who are unable to devote four or five years to preparation for their profession.

L. BRACKENBURY.

ART FOR SCHOOLS AT CLAYDON HOUSE.

AN exhibition of pictures and picture-books held at Claydon House on December 2 and 3 interested us, as a new departure, made in a rural district, of the art-missionary work begun fourteen or fifteen years ago in London by the Art for Schools Association, and, as we may remember with self-congratulation, first recommended to the public in these columns. The idea of the promoters of the Claydon House exhibition was to gather together for the benefit of the neighbourhood as many examples as possible of the various productions and reproductions of pictorial art offered by religious and educational publishing Societies for the adornment of school walls and the illustration of school lessons. A committee was formed to arrange ways and means. Sir Edmund and Lady Verney lent three large rooms of their house for the show. All the "societies" were invited to exhibit, and the people of the neighbouring towns and villages were bidden to come and see and buy. The exhibition was not "free": a charge of sixpence was made for admission on the first day, and of one penny on the second—the money taken at the door going to defray the expense of conveying the pictures to and from London. The attendance was good on both days, and everybody was delighted with the opportunity of seeing so easily a good selection of wholesome and pleasant things of art and literature which are turned out by London publishers for the benefit of children and simple people all over the country, but which people who live in

the country generally find it more difficult to see than do those who live in London. But, though we began by speaking of this exhibition as an enterprise upon the lines of the Art for Schools Association, we should not be justified in giving our readers to understand that it was undertaken in imitation of the work of that Society, or that it was in all respects organized upon the same principles. The points in which the Claydon House committee showed themselves of one mind with the committee of the Art for Schools Association were mainly practical ones. They recognized that there were plenty of good pictures to be had for schools of all classes at very moderate prices, and also that, through the mere accidents of poverty and remoteness, the existence of these good things remains unknown to a very large majority of the people they are specially designed for, and they came forward at the cost of a great deal of trouble and some pecuniary expense to act as voluntary agents between the societies who cater for the schools and the friends of the schools the societies cater for, recognizing that, though the aim may be artistic and educational, the means must be material and practical—in short, that the only way to make people in the country know what pictures are to be bought in London is to cart the pictures down from London to the country.

But there the likeness of principle and action may be said to have stopped. The selection of pictures at Claydon House was not made upon principles quite so severe and exclusive as those which govern the choice of the Art for Schools Committee. Place was given to examples in some cheap processes of reproduction which the Art for Schools Association sternly rejects, and also to methods of varnishing and hanging on rollers by which the expense of framing may be evaded, though not without some sacrifice of tone and quality in the prints so treated. We are far from saying that all these cheap and convenient methods ought not to be included. But we rather hope that, if—as seems not improbable—other exhibitions like that at Claydon House are organized at other country houses, an effort will be made to set apart one room in which to carry out the great idea of excluding everything that is not in itself desirable as a work of art, in addition to being desirable as an illustration of a lesson in life, or history, or science, or morals. The Art for Schools Association exhibited at Claydon House side by side with all the other societies. But, to our regret, it exhibited almost entirely as a publishing body. That is to say, it exhibited its own portraits, its own flower subjects, and the excellent, but rather limited, number of reproductions of various works of great masters that have been issued by its own enterprise. The larger and generously unselfish side of the work of the Association was virtually unrepresented. And what we should like to see, if another exhibition of this nature is organized, is a whole room hung with the sets of engravings, photographs, and etchings of all sorts of subjects which the Committee of the Association have devoted themselves to collecting from the stores of all the art-publishers of London, and, we may almost say, of Europe. We should then have the opportunity of judging how far it really is possible to illustrate all subjects coming into the general education of boys and girls, by simply drawing upon the common stock of beautiful pictures originally designed, not exclusively for the instruction of children, but for the enjoyment of all the world.

But to return to the Claydon House Exhibition as it was. Among the most noticeable features of the show were the historical cartoons of the Society for the Promotion of Christian Knowledge, the decorative designs of the Fitzroy Society, and a remarkably interesting series of water-colour drawings of scenes from the Holy Land, illustrating incidents of the Gospel, which were exhibited by the "Scripture Gift Mission." Large parties of school-children were taken round the rooms on the second day, and their attention was particularly given to the historical subjects. One boy was found to have brought his English history with him in order to make a special study of the personages present at the "Trial of the Seven Bishops," represented in one of S.P.C.K. cartoons. Mr. Heywood Sumner's rustic scenes in the Fitzroy series were the subject of a great deal of really interesting criticism on the part of some of the agricultural visitors. A school-mistress, who had been occupied in farming before she took to teaching, quarrelled with the curved furrows in the picture of the plough, but was full of appreciation of "the poetry of country life" which she found in the four "Seasons." The picture of a woodman carrying the felled trunk home appealed strongly to the woodman of the place; while "The Railway," another design by Mr. Heywood Sumner, fascinated two station-masters who had come some distance to see the Exhibition. Altogether, as one listened to the remarks of the humbler visitors, it was impossible not to feel that exhibitions of this kind are well worth the trouble of getting up. And we heartily hope that many owners of country houses will follow the example set at Claydon House.

SHORTHAND IN EAST KENT.—Lord Salisbury's Challenge Shield for the Shorthand Championship of the East Kent Schools has just been won by Dover College, with the Oxford Shorthand, and 195 marks majority. There were nearly sixty candidates. The Public Medal (Dover) has been won with the same system, for the tenth year running.

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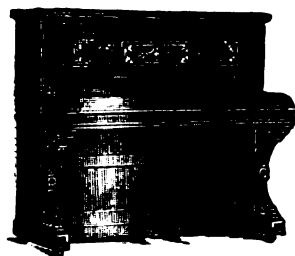
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THE PHYSICAL MEASUREMENTS OF PUBLIC-SCHOOL BOYS.

ON October 24 last a writer to the *Times*, under the signature of "M.D.," gave the results of his physical examination of one hundred pupils entering the school to which he is attached. He gave an alarming account of their various physical defects, and drew attention to the fact that, while only 39 per cent. of the boys were below the average in height, no less than 53 per cent. were below the average in weight, and 68 per cent. in chest girth, the implied inference being that the proportion of weight to height must be sufficiently low to indicate important physical deficiency. That he attached considerable importance to these measurements is indicated by his characterizing the height and weight as "the most valuable guide of all to the educator."

A subject of so much importance to the educated public naturally attracted a good deal of attention. The *Times* discussed the question at considerable length in a leading article, and an interesting correspondence resulted. As much weight was given throughout this correspondence to the indications obtained from the physical measurements of the boys examined, and as I have devoted much time and labour during the last five or six years to the collection and collation of statistics bearing upon the point, I propose to discuss the subject from this point of view alone. As I shall be obliged to write in the first person throughout, I should like to begin by stating that my only claim to be heard is that I have worked hard at the subject. I do not pretend to much knowledge, as the principal result of my labours has been to convince me of my ignorance.

To deal with the question as discussed in the *Times*, I may first of all point out that it is not altogether a disquieting sign if the boys who enter our public schools now contain some individuals of a less robust type than any who were able to stand the rough usage they would have been obliged to undergo in the same schools in their fathers' time. Public schools have become more tolerant of the existence of weaklings than they used to be, and I think that all public-school masters of experience will bear me out when I say that boys thrive and flourish at a public school now who could not possibly have done so a decade or two ago. That the number of such weaklings is sufficiently great to make itself evident to any marked extent in the average measurements of our public-school boys, is a more doubtful

matter, and it is a problem which is far more difficult to solve than superficial observers would imagine.

Now, the problem cannot be solved even approximately by taking the percentage of boys who measure more or less than the average of their respective years, and this for more reasons than one. In the first place, it is well known that the mean, or medium, measurement of a given series of observations does not as a rule coincide with the arithmetic mean, or average, of the same series. A glance at the accompanying diagram (Fig. 1) will explain why this should be so.

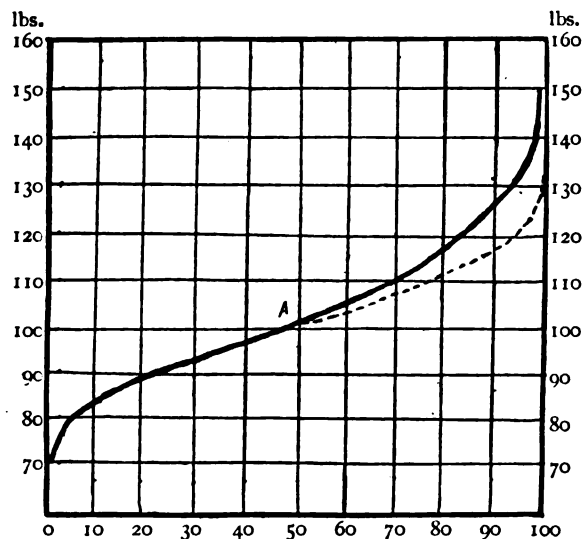


Fig. 1.

The continuous curve in the diagram is a curve of distribution of the weights of 1,417 boys of the approximate age of fifteen constructed from observations collected from five different public schools. For the benefit of the uninitiated, I had, perhaps, better explain that this curve indicates the percentage of the boys observed who fail to reach any given weight. Thus, to find the position which a boy of fifteen years old and 120 lbs. in weight would occupy amongst boys of his own age, we proceed as follows:—First find 120 lbs. in one of the vertical columns; then follow the horizontal line through the number 120 inwards until it meets the curve; this gives the boy's position on the curve. Having found a boy's position on the curve, we must look for the corresponding point in the scale of percentages at the bottom of the figure. This point is vertically below his position on the curve between the numbers 80 and 90, and its position shows us that 84 per cent. of the boys observed were of less weight than 120 lbs., and 16 per cent. of the same weight or heavier. The mean position is at A on the curve, where the curve crosses the 50 line at a height corresponding to 101 lbs., showing us that 50 per cent. of the boys were less than 101 lbs. in weight, which we may, therefore, take to be the mean weight for boys of fifteen. Now, if the course of the curve above A had followed the dotted line so as to be symmetrical about A, this would also have been the average weight; but the tendency to vary from the mean is, for obvious reasons, much greater on the high side than on the low side, there being more room for variation in that direction. As a matter of fact, six of the boys examined were more than 57 lbs. above the mean, while only five were more than 30 lbs. below it; consequently the average weight of the boys will be some pounds more than the mean. The position of the average on the curve will be to the right of A, and more than 50 per cent. of the boys examined will be below their own average. To see how this theory worked out in practice, I found the averages of a few groups of boys of one age whose measurements were collated and recorded by Prof. Windle in his interesting paper on "The Physical Characters of the Boys at King Edward's School, Birmingham, and at certain other Public Schools," which first attracted my attention to this subject. Oddly enough, the very first group examined, consisting of 304 boys, turned out as follows:—48 per cent. were below their own average in height, while

57 per cent. were below their own average in weight; so that, according to the argument used, these boys must be of inferior physique judged by a standard created by themselves, which can hardly be correct. Of three more groups, examined both in height and weight, the percentage below their own average varied from 52 to 55.

In the second place, supposing that it were possible to solve the problem by means of a general average, an important question still remains to be settled, viz.: What average are we to employ? Is it to be the general average of males of all classes, as given by the Anthropometric Committee of the British Association, which, at the age of fifteen, is 102.7 lbs.; or the average of the professional classes given by the same authority, which is 114.3 lbs. at the same age; or the average of the general population as given by Mr. Roberts and authorized by the *Journal of Education* in the supplement for December, 1883, which is 96 lbs. at the same age; or the average given by the same observer for English public-school boys and military cadets, in which, according to a chart in my possession, which is copyright, and, presumably, correct, the average is given as a little over 104 lbs.; or are we to take the averages from one of the numerous textbooks which have copied from one or other of these sources? I may mention parenthetically, as one of the great difficulties met with in studying this subject, that it is almost impossible, unless one has access to the British Museum and time to study there, to find out what has been done by previous workers on the subject; I have been trying for years without success to obtain a copy of Mr. Roberts's "Manual of Anthropometry," the most important contribution to the literature of the subject. Most probably in that work an explanation is given of the discrepancies between his averages and the averages given in the Report of the Anthropometric Committee, which he helped to draw up; but the work is out of print, and the Anthropometric Committee's Report is generally quoted. Consequently our difficulty remains. That the difficulty is a real one is fully realized by a glance at the above curve, when it will be seen that only 40 per cent. would be below the lowest of the averages quoted, while 76 per cent. would be below the highest. Similar difficulties confront us when we seek a standard of comparison for height; so that I think I am justified in saying that no absolute standard has been so generally accepted as to justify us in assuming that a given class of boys was physically unsatisfactory because their average happened to fall below it.

The fact is that the very valuable statistics collected by the Anthropometrical Society were never designed to furnish an absolute standard by which to judge the progress of the human race. They were collected for the comparison of different classes, different ages, different races, &c., for which purposes their absolute value was immaterial so long as their relative values were correct; and in order to ensure this last, and obtain a large number of observations, it was necessary to resort to somewhat rough methods of measurement. Thus—I quote from Professor Windle—"the figures in this report were classified in years according to the last birthday which each boy had passed." Also, according to the Marlborough College Natural History Society's report for the half-year ending midsummer, 1874, at which time they began recording the very valuable series of physical measurements which have been continued almost without intermission to the present time, and which were largely used by the Anthropometric Committee:—"The Anthropometrical Society wished the weight to be taken with the ordinary indoor clothing and shoes. This was to be regretted, as at that season of the year thick clothes are frequently worn by some boys, and shoes vary much. . . . The chest was measured with the waistcoat on." As a difference of 3 lbs. will make a difference of 7 per cent. or more in the position of a boy towards the centre of the curve of distribution, and he may be expected to increase about 8 lbs. in the next six months, it is obviously necessary to take these methods of measurement into account when judging of the physique of any boy compared with the average.

As regards girth of chest—which is justly regarded as one of the most important physical measurements—the methods of observation differ so enormously, and the results obtained by different observers vary so widely, that I have found it quite impossible to collate the numerous statistics which I have collected on the subject so as to arrive at any general standard which may be regarded as approximately absolute. It is much to be deplored that no general method has been adopted by

means of which the variations introduced by the degree of inflation of the chest, the position of the shoulders, and the amount of tension given to the tape may be eliminated. This last is in itself a serious source of difference between the results obtained by different observers, and the difficulty has been got over in America by adopting a tape with a spring balance at the end, and making all measurements at a uniform tension of 6 oz. To secure the most satisfactory results, I need hardly say that it is essential that the measurements should be taken on the bare chest. To show the difficulty which attaches to our present go-as-you-please method, I give the mean chest girths of boys of fourteen at six different schools. A, $27\frac{1}{2}$ in.; B, $28\frac{1}{2}$ in.; C and D, $28\frac{1}{2}$ in.; E, $29\frac{1}{2}$ in.; and F, $31\frac{1}{2}$ in.; similar variations, more or less marked, being observable at all the ages examined. Much of this may be due to difference in the system of physical training, if any, adopted at the different schools, and difference of geographical position, but I can hardly think that these causes account for all the difference between A and F.

One more point must be mentioned with regard to the hundred observations of "M.D." The Anthropometric Committee examined fifty-three thousand individuals, and yet they thought it necessary to call attention to the "probable error which must attach to all conclusions drawn from a disproportionate and from a comparatively small number of observations." Of course their inquiries cover a very wide range; but there is a considerable margin for this between fifty-three thousand observations and one hundred.

I think I have shown that in our present state of knowledge conclusions drawn from comparisons of averages are to be regarded with considerable suspicion, and that the whole subject treated of is far more difficult than is generally supposed. I should like to give a short account of a method which overcomes to some extent the difficulties of which I have treated, and of a system by means of which an individual may be compared with himself fairly accurately throughout the successive stages of his growth, and the comparative positions of different groups determined, provided these are observed according to the same system of measurement; but I have already exceeded the limit of space offered to me by the Editor. If he will allow me space in a subsequent issue, I will endeavour to complete the discussion of the subject upon these lines.

CECIL HAWKINS.

(To be continued.)

REVIEWS AND MINOR NOTICES.

Special Report on Educational Subjects. (Vol. II., price 6s. 2d. Vol. III., price 3s. 3d. Eyre & Spottiswoode.)

Mr. Michael Sadler has provided for our Christmas entertainment such a rich and varied bill of fare that, if it gives us a fit of indigestion, we can only say, like the small boy in *Punch*, it's well worth it. The nondescript yellow of the covers is emblematic of the mixed character of the contents, and the editor, while himself preserving the strictest neutrality, has chosen his contributors without respect of nationality, party, or sex, and allowed them the freest range. To review such a medley is a task to abash the most irresponsible of reviewers; to criticize a City Company's dinner would be less audacious. All we can attempt is to select from the *menu* the dishes we have tasted ourselves and relished.

Vol. II. starts with a paper contributed by the Charity Commissioners on "The Welsh Intermediate Education Act, 1880: its Origin and Working." Wales and Scotland have both organized their secondary education; England will follow neither lead; the conditions in each of these cases are dissimilar; but at least it behoves English statesmen to know what has been done on our borders, and we hope that the Duke will master this chapter before introducing his amended Bill. To physical education no less than seven papers are devoted. The most popular will be that on "Games in Girls' High Schools," by Miss P. Lawrence, of Brighton. Oxford, that "home of lost causes," made a last stand against the recognition of games; but the best regulated schools will still find something to learn from Miss Lawrence's admirable *Spielplan*. Mrs. Woodhouse shows how, at the Sheffield High School, physical and mental training are correlated and co-ordinated.

(Headmasters will please copy.) "The Training of Teachers" is treated doctrinally and fully by Mr. J. J. Findlay, discursively and all too briefly by Mr. Hendy. The necessity of separate training for primary and secondary teachers and the elimination of the history of education from the examination syllabus are points in the former essay against which we enter a *caveat*; in the latter we welcome the hard saying that Arnold himself was a distinguished amateur. "The Heuristic Method," by Dr. H. E. Armstrong, is a most suggestive paper, but the author is mistaken in thinking that Prof. Meiklejohn invented the word, and that it is not to be found in the dictionaries.

In Volume III. the *pièce de résistance* is Mr. Sadler's "Problems in Prussian Secondary Education for Boys, with special reference to similar questions in England." To this important study in comparative pedagogics we hope to return, and must for the present content ourselves with a single quotation—

The German schoolboy, as a rule, works harder at his lessons than his English contemporary. The English schoolboy, as a rule, takes more physical exercise than the German, and is more interested in games. A boy who is near the top of an English secondary boarding school has generally to bear considerable responsibility, as a prefect, in the internal discipline and organization of the school. He thus develops the faculty of government and administration. The German boy is much more exclusively occupied with his actual studies. . . . The German boy of the middle classes stays at a secondary school longer than his average English contemporary, and, in the absence of any precise comparison of their attainments, it is, perhaps, not too much to assume that he generally knows more when he leaves. This is an advantage to German culture and to German trade.

From the "Curricula and Programmes of Work for Higher Schools in Prussia," translated by Mr. Lipscomb, we learn that in the highest form of a *Gymnasium* six hours a week are devoted to German, history, and geography. In how many sixth forms of our public schools is half that time given to English subjects? "The Organization of Education in Switzerland" is exhaustively treated by Mr. R. L. Morant. Again we will select for quotation one paragraph, as reflecting light on the most vexed question in English education of to-day:—

In Switzerland the whole educational system of a Canton is organized throughout, being (a) worked in all details of *direct* management by the nearest possible *local* authority; (b) controlled in its general aims and effects, and brought up to the proper standard, by the higher authority of a large district, near enough to be able to gauge local circumstances, yet far enough to be free from undue local partialities; and (c), last, but not least, supervised, guided, and aided by the Supreme Central Authority, which itself possesses both expert advisers and means of local knowledge; while, at the same time, each school is recognized as drawing its *clientèle* from, and providing for the needs of, a clearly defined area; the area increasing in size for each grade of school, from the primary school in each little Commune, or the district school in a circle of several Communes, to the *Gymnasium* and *Realgymnasium* providing for the whole Canton.

Switzerland has long solved the problem which we in England are just beginning to tackle—the reconciliation of local with central authorities, the organic connexion of schools of every grade.

The rest of the volume is mainly occupied with essays on modern language teaching. Mr. Fabian Ware gives the results of inspection of schools in Frankfurt-am-Main, and also an account of the professional training required of modern language teachers in Prussia. Miss Mary Brebner retells the tale of her *voyage scolaire*, which, on its first publication, made such a stir. In this class the palm must be awarded to Dr. Emil Hausknecht, of Berlin, who furnishes a complete *Lehrplan* of French instruction with copious illustrations. Very remarkable are the undesigned coincidences of view among the three essayists. All accept *con amore* the New Method—to begin with conversation only, to assign throughout the foremost place to *viva voce*, to make grammar subsidiary to reading, to limit composition to free reproduction and essay writing. That English boys cannot hold a candle to German boys in modern languages is admitted on all hands. This volume furnishes the simple explanation. Modern language masters in Germany are systematically trained (they are almost without exception Germans); consequently they pursue the best methods, they take equal rank with classical masters, their hours in class are about half those of English masters, and their subject is not regarded as a negligible *parergon*.

Manual of the History of French Literature. By FERDINAND BRUNETIÈRE. Translated by RALPH DERECHÉF. (531 pp.; 12s. T. Fisher Unwin.)

M. Brunetière has attempted, to a certain extent, to treat French literature in the same way as Taine treated English literature, by making evolution the ground plan of his subject. But here a distinct difference must be made. What to Taine was a principle, nay, the guiding principle, of all literary growth and development, is to M. Brunetière little more than a mere method, a useful mode of classification, a working hypothesis, which may or may not be philosophically true, but which gives a critic far and away the best chance of presenting his subject in a synthetic form. To carry out successfully such a plan is only possible, however, in the case of a scholar like M. Brunetière, who has his country's literature at his finger ends, or, at any rate, its modern literature. We may detect a certain under-estimation of the value of the earlier portion, an undue glorification of the age of Louis XIV., an unfair depreciation of the Encyclopædists and their school, and a too obvious want of sympathy with some of the phases of the French literature of to-day. But, none the less, the volume, on the whole, is a marvellous production. Often we do not know whether to admire more the clear easy-flowing prose of the summary that covers the upper half of the page, or the commentary of notes below it, which are absolutely "viscid" with condensed information. We can recall no book in which the swarm of literary *questions* that tend to gather round every author and his works are more fully or pertinently condensed. A single sentence, at times a mere phrase, represents a volume, a book-shelf, nay, a library of litigation. And the suggestive way in which it is couched presents us either with a verdict on which we can generally rely, or, at all events, with an indication of the best conclusion obtainable. For any one who desires, in a highly peptonized form, what Master Rabelais called the *substantifique mouelle* of French literature, we know of no better book. It is certainly superior, from this point of view, to the interesting histories of Doumié, Lanson, and Petit de Julleville, who have all followed the chronological rather than the logical order.

We have already indicated what we consider the less satisfactory part of the book. It is obvious that to the *littérateur* pure and simple, the beginnings of any literature are more or less uninteresting. He likes to study literature not so much in the making as in its finished form. It is only the philosopher who appreciates the value of unsuccessful experiments, of processes that, incomplete in themselves, lead to processes which finally yield the desired result. The "pure" *littérateur* is therefore prone to deal with only successful literature, for the simple reason that what is not successful in his eyes is not literature at all, and therefore does not come within his purview. He concentrates himself, so to say, too much on the flower, and will not study enough the rest of the tree, or even the leaf from which the flower is evolved. Thus, in his volume of some five hundred odd pages, M. Brunetière devotes only some forty pages to *origines*. To carry on our metaphor, a more philosophical writer would have given more space to showing how the sap was already mounting everywhere, without which the flowering season would have been impossible.

As to the undue glorification of the age of Louis XIV., we did not mean so much that the praise that M. Brunetière accords it is overdone. Though only excessive in contrast with the scanty meed of approval he metes out to certain other periods, as a matter of fact, we regard it as the most satisfactory part of the book, and look on some of its judgments as more or less final.

M. Brunetière is, perhaps, least just towards the writers of the eighteenth century. This is what might well be expected from a critic who is above all things literary. He forgets that the influence that Voltaire and Rousseau had on Europe was far greater even in literature than that of Racine or Molière, while in philosophy and political science they are, to a large extent, the authors of the *régime* we live under to-day. But these are naturally points that escape a pure *littérateur* and especially such a *laudator temporis acti* as M. Brunetière.

In the same way, we think the Romantic school scarcely come in for their full acknowledgment from M. Brunetière, whose religious bias makes him also somewhat unfair to thinkers and writers of the calibre of Taine and Renan. The latter represent tendencies with which he cannot sympathize; and sympathy and appreciation must in a literary critic be

more or less synonymous. On the other hand, he seems to lay too much stress on the "problem" plays of the younger Dumas. We can imagine nothing more exposed to the vicissitudes of time than this form of literature. Not only does each age seek a new solution of its difficulties, but it also demands and obtains the right to restate the problem as it thinks fit.

Despite, however, these reservations, the book remains in our eyes a valuable and admirable work, and the binding and printing are well worthy of the contents if we may except the frontispiece, whose old-letter printing is strangely out of harmony with the rest of the "get-up" of the book. The translation is excellent. There are very few gallicisms, such as on page 358, "For our sentiments," meaning "as regards, &c." We have detected a few mistakes in accents, &c.: *véritable* (page 82), *traile* (page 224), *aloy aux* (page 374). Again, we prefer *fableau* to *fabliau* (page 16), which has no real authority.

Fights for the Flag. By W. H. FITCHETT.
(Smith, Elder, & Co.)

No one does these battlepieces in black and white better than Mr. Fitchett. He chooses good subjects and tells the stories vividly and with spirit. His heart is evidently in the work, and he carries his reader along with him. To vary the entertainment, he intermixes sea-fights with land-fights, and ranges from the time of Cromwell to the present day. No one can complain that he is tedious, yet he gives enough detail to make the course of each action clear, and adds plans as well as portraits. He can sketch people as well as scenes. For instance:—"A glance at Rodney's portrait while yet a young man shows a curious resemblance to the younger Pitt. There are the same curved eyebrows and widely opened eyes, the same angle of forehead, the same challenging and haughty gaze. Rodney expended his life lavishly, drank deep of what is called 'pleasure,' grew old quickly, was persecuted with gout, which gave impatient fire to his temper and scribbled his face with the characters of pain. Hence the sharpened gravity shown in his later portraits." This description is quite borne out by the Reynolds portrait which is reproduced; but there is not the same correspondence between the likeness of Moore which is given here and what is said of him:—"His mouth had a womanly sweetness about it, while the curve of his chin and the general contour of his face gave an extraordinary expression of energy."

Mr. Fitchett is apt to be rather careless about details. On the first page, for instance, he places his spectator on Beachy Head to watch the battle between Blake and Van Tromp fought in the Straits of Dover. He quotes Macaulay's saying that at that time "the gentlemen were not sailors, and the sailors were not gentlemen," but misses the point of it. He speaks of Blenheim as a battle in the seventeenth century, and of Prince Ferdinand of Brunswick as commanding, during the Seven Years War, "a miscellaneous host of Austrians, Prussians, Hanoverians, and British." "The hornwork, or cavalier, at the centre of the southern front" of San Sebastian recalls Thackeray's parody of Leon: "the gabion was ours." He is often rash and sweeping in his criticism of commanders, and is prone to exaggeration. Take the following examples: "There might, indeed, have been no United States but for that slash at Captain Jenkins's ear! The Northern half of the great American continent to-day might have been like the Southern half, a cluster of shrewishly wrangling, half Indian, half Latin republics." "It [Dettingen] drove the French out of Germany. It shattered into mere dust the 'Family Compact' betwixt the two branches of the Bourbons." The statement that, shortly before Corunna, "a charge of the Tenth Hussars broke the Imperial Guard itself, slew 130, and took 70 prisoners," needs the explanation that the defeated troops were not the famous Old Guard infantry, but six hundred light horse of the Guard, who were outnumbered by the British. According to Napier they left 55 killed and wounded on the field.

There is an excellent account of Navarino, but there is something wrong in the statements about the Greek War, and it is surely needless to lament that "to-day we have no Navarino." The destruction of sixty ships and seven thousand lives was a painful necessity, if not an "untoward incident," and happily Admiral Noel has discovered a more excellent way. As regards style, a too frequent recurrence of particular epithets like "tiny" (which is to be found three times on page 230) is the only fault we have to find.

The Iliad of Homer. Edited, with General and Grammatical Introductions, Notes, and Appendices, by WALTER LEAF, Litt.D., late Fellow of Trinity College, Cambridge, and M. A. BAYFIELD, M.A., Headmaster of Eastbourne College. In two volumes. Vol. II.: Books XIII.-XXIV. (Price 6s. Macmillan.)

This edition of several of the more famous books of the "Iliad" is of a convenient size and shape, and contains features of rather special interest, particularly an excellent portrait of Hera by Mr. Botheras, with its glorious Grecian proportions of figure and foot, and several illustrations of Homeric armour, of less merit from an artistic point of view. The English headlines to the several paragraphs of the text are, at first, quaintly pleasing in their old-world phraseology; but, after a time, they become rather wearisome. Mr. Bayfield expects a good deal from the British schoolboy when he suggests to him that, as a preliminary to studying these books of Homer, he should read through, "at least once [*sic*] or twice," the forty pages of his grammatical introduction. Besides, what schoolboy would gain much by so doing? Let him try the experiment with his sixth form. It would have been better to have published the Homeric grammar separately. The English of the grammatical introduction is not always easy to understand. For instance, one needs a calm mind to get at the meaning of the indefinite use of the Greek particles *κα* and *αν* in subordinate clauses, as expounded on page liv. On the other hand, the whole section upon these particles gives signs of exhaustive labour. The examples of their use are well chosen, and the translations natural.

In the introduction, Homeric forms are given in heavy type, and in the notes the same type is used for headings. In both cases the result is a spotty-looking page, which offends the eye, and even increases the difficulties of the younger student. The editor has a liking, which occasionally approaches the grotesque, for unusual English, and something of a liking, too, for ingenious explanations, or so it seems. On the other hand, no one who has engaged in editorial work of this description can fail to recognize how meanings, at first sight apparently forced, grow upon one as being the right interpretations; and the notes are, generally speaking, both clear and suggestive.

An appendix upon Homeric armour, based upon Dr. Wolfgang Reichel's conclusions, is added. The appendix contains, and refers to, many representations of armour found at Mycenæ and elsewhere, and is full of interesting information and useful conjecture. To take a single instance. It will probably be news to many old-fashioned students of Homer that "the sole purpose of the greaves was to prevent the chafing of the legs by the edge of the shield," which reached from the chin to within a few inches of the ankle, like the larger shields of Zulu warriors in our own day. There can be no doubt that much time and thought have been spent on this edition, and that the student who carefully follows the notes, introduction, and appendices will get a great deal of information—some of it new, and most of it interesting and useful.

The Alcestis of Euripides. Edited, with an Introduction and Critical and Exegetical Notes, by HERMAN WORDSWORTH HAYLEY, Ph.D. Harvard, Instructor in Latin at Wesleyan University. (Price 6s. 6d. Boston, U.S.A.: Ginn; London: Edward Arnold.)

In type, binding, and margins this is, for its price, a noble book, a credit to the Athenæum Press. In respect of appearance, one thing only is lacking if this edition of the "Alcestis" is to be of full use in English schools, namely, a few good illustrations, either of Apollo and Hercules, or of the story of the play as told in frescoes and vase paintings. Such an illustration, for instance, as that of Apollo, No. 209, in the British Museum, would teach the intelligent schoolboy more about the holy and beautiful god than many pages of notes. But, from various indications in introduction and notes, it is probable that the edition is not intended even for the sixth-form boy. As a summary of the arguments for and against the various theories in connexion with the Alcestis legend, Professor Hayley's introduction should be of real value. His own conclusions are not always convincing. Critics forget sometimes that tragedians write as the spirit moves them without thought of criticism. "I do not believe, however, that the objection occurred to Euripides at all," is a remark of the learned editor in one connexion, which is capable of wide application. Was it not the Antiquary

who had "a literary friend at York, with whom I have long corresponded on the subject of the Saxon horn that is preserved in the Minster; we interchanged letters for six years, and have only as yet been able to settle the first line of the inscription." Yet the Antiquary and Dr. Dryasdust never despaired of eventually arriving at a right solution, and a like courage animates the breast of the thousand commentators upon the Alcestis legend, of whom Professor Hayley is one of the more fruitful. This edition of the "Alcestis" will, in future, be a necessary one for English scholars.

- (1) *The Tutorial Chemistry.* (Part II. *Metals.*) By G. H. BAILEY. (Clive.) (2) *Elementary Chemistry.* (First Year's Course.) By T. A. CHEETHAM. (Blackie.) (3) *Elementary Physics.* (First Year's Course.) By J. G. KERR. (Blackie.) (4) *Synopsis of Advanced Chemistry.* By W. J. STAINER. (McDougall's Educational Co.) (5) *Text-Book of Practical Organic Chemistry.* By CHAPMAN JONES. (McDougall's Educational Co.) (6) *First Stage Magnetism and Electricity.* By R. H. JUDE. (Clive.)

(1) The first on the above list constitutes Part II. of the "Tutorial Chemistry," published by the University Correspondence College Press, and treats of the metallic portion of inorganic chemistry. The first seven chapters give an outline of those portions of chemical physics that are essential to a due appreciation of the modern aspect of the science. The metals are then treated of, and are taken in groups suggested by the periodic system. A general summary of the characteristic properties of each group is given at the beginning, instead of, as would have been more logical, at the end, of each section. There are appendices on crystallography and spectrum analysis. The above are all included within a little over two hundred and fifty pages, so that the treatment is essentially concise. The last appendix contains a number of suggested experiments on the subjects contained in the book, which might with considerable advantage be increased. In the case of junior classes, one has to rely chiefly on experiments to attract attention to important principles, and, from lack of suitable ones, the metals are left for older students. This is a mistake, as it would be far better to introduce the commoner metals earlier in the course. The methods of performing the experiments are not given, the student being supposed to have acquired some proficiency in planning and execution. We do not think the average student could satisfactorily perform the greater number of those given by himself, and a few hints as to methods and precautions would have been a great help. The limits imposed on the author have prevented him from dealing with the subject as fully as is necessary for the private student, but as a text-book to accompany a course of lectures we can thoroughly recommend this work.

(2, 3) The two books next on the above list are the first that have been issued of a series of "Science Handbooks for the Laboratory and Class-Room," published by Blackie & Son, and are adapted to the capabilities of pupils commencing the study of science. The method and arrangement of both are similar. They are divided into two parts. The first half consists of a series of experiments to be performed by the student himself in the laboratory. In the second half, the class-room work, containing the same number of chapters, the corresponding experiments are discussed in fuller detail, and additional ones of a rather more advanced character are described to be performed by the teacher before the class. In the "Chemistry" the course of study follows closely that proposed in the "British Association Report on Chemical Teaching," and has the further merit of having been fairly tested. The experiments have been well selected, the instructions are clear, and the quantitative side of the science has been kept in view throughout. Symbols and chemical equations are rigidly excluded; but an additional chapter on atomic weights might well find a place after the last one on the laws of chemical combination, as the student will then have reached a stage at which he can appreciate their significance. The sequence and method adopted in the "Physics" have been in the main determined by the results of very extensive experiments with secondary department classes working under the "School of Science" scheme of instruction. The first seven chapters contain elementary measurements on length, area, volume, mass, and time; the next six on elementary mechanical principles, including a few on velocity and acceleration, and the last four on densities and atmospheric pressure. The apparatus required is of a very simple and inexpensive character. Graphical curve representation is freely used, the most important application being that of the stretching of an indiarubber string, which is the means employed to compare forces. The authors have succeeded very satisfactorily in combining a course of instruction in the lecture-room with laboratory work.

(4) The "Synopsis" is a summary, very clearly arranged, of the methods of preparation and the chief properties of those metals and non-metals embodied in the latest syllabus of the Science and Art Department Examinations in the Elementary and Advanced Stages of Inorganic Chemistry. As long as a student does not rely upon it for first-hand information, and uses it merely as an adjunct to his text-book, he will find it very useful in refreshing his memory and a help to

pigeon-hole his knowledge at the end of a course of reading. The book is interleaved with blank pages, for diagrams and special notes.

(5) The fifth book in the list is the fifth and enlarged edition of the author's well known "Practical Organic Chemistry," which has for many years sustained its reputation as being one of the best books for the laboratory. The first part includes the analytical work specified in the syllabus for the Elementary Stage of the subject in the Science and Art Examinations; the second part the additional substances required for the Advanced Stage; and the third part the principal reactions of those substances required for the B.Sc. degree at London University.

(6) Mr. Jude's "Electricity and Magnetism" is the first elementary work in which the subject is treated from the potential point of view. Even now the elements of electricity are taught in a large number of classes on the old lines, chiefly because the idea of potential is considered as beyond the grasp of young beginners. Doubtless, it is hard to break through a traditional method, but it is high time that an attempt should be made. This little book makes a conscientious effort to bring the modern views of electricity down to the capacity of beginners, and in many ways the author has been successful. The signs + and - are used, but their significance is pointed out as an excess or a defect of the normal electrical state of a body. Free use is made of the water analogy, but in a sufficiently guarded way to prevent the idea of electricity being a material substance. We cordially welcome this clever little work as the harbinger of a more scientific treatment of the subject in its earlier stages.

Love Triumphant, and Other New Poems. By ANNIE MATHESON. (Innes.)

A natural bashfulness restrains us from praising Miss Matheson's new volume of verse, for the two longest and (in our judgment) best poems in it, the Jubilee Ode and the Ode to Mr. Gladstone, appeared in this journal. But, besides these, there are a number of shorter lyrics and sonnets on which we may freely speak our mind. What strikes us most in the volume is the advance that Miss Matheson has made in technique. Her imagery is clearer, her syntax less involved, her rhythm more satisfying. The key-note of her poetry is Christian Socialism tempered by mystic optimism, but those who have least sympathy with her religious philosophy will relish none the less catholicity of taste and sensibility to all that is beautiful in nature or in man. The least successful are the pieces headed "Dramatic Lyrics." "Lead-poisoning" begins dramatically enough:—"Then damn you, master, for you've killed my girl"; but sinks to the bathos: "Sir, stop it; you have power and you have brains." These are the misses, but the hits are many. We would fain have quoted the sonnet on London, which has one line of supreme beauty, "When on thy glooming Thames the sunlight gleams," but we must be content to give one lyric.

THE MIST.

The sun and the dew were so far apart,
The world would have said they would never have met,
But the sun looked down with a burning heart
When the earth with the crystal dew was wet;
So the dew went up in a golden mist—
And they kist,
Till the dew came back at the close of day,
In a robe of the colour of amethyst,—
And a crown of pearls on the green earth lay,
Like tears of hope and of wild regret
That told of an forgotten tryst,
Ere the sun had set.

Greek Tragedy in the Light of Vase Painting. By JOHN H. HUDDILSTON. (Price 6s. Macmillan.)

This is another handsome little book by a Harvard scholar. Mr. Huddilston scores a point when he remarks: "I have long wondered why the editions of the Greek tragedies are not enlivened more with reproductions of works of art pertaining to the myth involved." But such reproductions should be carefully selected, seeing that Greek Art should be studied in boys' and girls' schools of all sorts; and several of the representations here given are, perhaps, slightly injudicious in the case of a book which, by its size and price, presupposes general use. Mr. Huddilston's aim, however, is "to collect and publish all paintings that can with a high degree of probability be said to be inspired by any of the extant tragedies." His language is occasionally rather high-flown, and it is not always certain that he is right in claiming this or that statue or vase as originating in this or that tragedy, when it may be the case that tragedy and vase both had their origin in legend. To read this little book aright, a good deal of knowledge is presupposed; but the idea is distinctly useful, and the book will be of much value to the serious student.

Plato: Laches. Edited by F. G. PLAISTOWE, M.A., late Fellow of Queens' College, Cambridge, and T. R. MILLS, M.A., formerly Lecturer in Greek at Aberdeen University. (Price 3s. 6d. W. B. Clive.)

This is one of the useful little "University Tutorial Series." Both

introduction and notes are necessarily concise, but they are, generally speaking, sound, and sufficient for their purpose; though it may be doubted whether Nicias was so competent a general as one would suppose from the short account given of him here.

Homer: Iliad, Book XXIV. Edited by J. H. HAYDON, M.A., Headmaster of Tettenhall College. (Price 3s. 6d. W. B. Clive.)

This little book is another of the same series. It contains an interesting introduction, especially that part of it which points out the influence of the Homeric poems in the mental and moral training of the young Greek, and the summary of Book XXIV. The notes are clear and concise, and the Appendix on Dialect is as short, probably, as it can be made, and is useful for reference.

Demosthenes: Meidias. A Translation, with Test-Papers. By W. J. WOODHOUSE, M.A. Oxon., late Craven Fellow in the University of Oxford. (Price 3s. 6d. W. B. Clive.)

Yet another of the "University Tutorial Series." A neat little book well and clearly translated, with a useful collection of test-papers appended.

"The Ranger Series."—Abridged Editions of *The Rifle Rangers*, *Westward Ho! The Pathfinder*, *The Spy*, *Peter the Whaler*, *Poor Jack*, *Children of the New Forest*, *It is Never Too Late to Mend*, *Kenneth*, *A Christmas Carol*, *Andersen's Fairy Tales*, *The Wonder Book*. (Each 64 pp., price 3d.)

We wish we could feel more kindly towards Mr. Arnold's "Ranger Series," of which twelve specimen numbers are now before us. Outwardly they are most attractive booklets—good type, good paper, a pretty design on the cover, and the price only threepence! Threepence, that is to say, for the paper edition. In cloth, these little books are to cost sixpence. But, alas! that we should have to say so, we really do not see what good purpose can be served by the majority of them. The Hans Andersen and Nathaniel Hawthorne numbers are delightful; these we recommend cordially to everybody, and, while doing so, we must call attention to the charm and delicacy of their illustrations. The Hawthorne selections are from "The Wonder Book," and the picture of the children opening Pandora's box is worth threepence by itself. But, then, what makes these two numbers so nice is that in them the selections are practically whole stories. All the other little books are made up of disjointed scenes from long novels, arbitrarily strung together on a thread of explanatory paragraphs printed in italics. And we defy anybody to get much real pleasure or profit out of any great novel studied in this fashion. The books chosen for hashing are Fenimore Cooper's "Spy" and "Pathfinder," "The Rifle Rangers," by Captain Mayne Reid, "Poor Jack" and the "Children of the New Forest," by Captain Marryat, W. H. G. Kingston's "Peter the Whaler," Miss Yonge's "Kenneth," Dickens's "Christmas Carol," "Westward Ho!" and "It is Never Too Late to Mend"—all of them novels well worth reading and quite easy to read. We can imagine that here and there these "brief abstracts" will almost justify their existence by inducing some zealous readers to hunt up the originals. More often we fear they will, by their meagreness, prejudice people against the books they are taken from, while sometimes, no doubt, they will afford a low kind of satisfaction to the class of readers who read not for love of reading, but in order to be able to talk with those who have read. But surely for better uses than this were all these novels written.

"Monographs on Artists."—*Raphael.* By H. KNACKFUSS. Translated by CAMPBELL DODGSON, M.A. (Leipzig: Velhagen & Klasing; London: H. Grevel & Co.)

These charming volumes, of which "Raphael" forms the initiatory instalment, will form, when complete, a history of the great periods of art in which shone such masters as Michael Angelo, Holbein, Rubens, Rembrandt, and, we trust, down to our own times. The volume before us gives indubitable evidence of the author's ability to treat his subject with the scientific thoroughness necessary in the study of the various schools. Perhaps more than any other painter Raphael dedicated his unrivalled abilities to the amenities of church decoration. His supreme excellence in all the essential qualities of art—composition, expression, dignity, and colouring—peculiarly fitting him for the production of sacred subjects. Gentle by nature, charmingly courteous, "ever sweet and pleasant to all kinds of persons and in all manner of things," he was Nature's gift to the world. Almost immaculate as he was in his representations of the Holy Family, several of his Madonnas will remain, for tender sweetness and exquisite colouring, unequalled and unapproachable. Of the many represented, we miss the "Madonna and Child with St. John," known as the "Garvagh Raphael" in our own National Gallery, which was bought in 1865 for £9,000.

The illustrations number 126, many of which are printed in colour, whilst the volume, as regards binding and appearance, does credit to all concerned; and we look forward to its successors with much pleasure. Needless to add that the translation of Mr. Dodgson is all that can be desired. We would only suggest in future volumes the insertion of an index to the many plates.

The Growth of the Empire: a Handbook to the History of Greater Britain. By ARTHUR W. JOSE, formerly Scholar of Balliol College, Oxford. (Sydney: Angus & Robertson.)

Little books on great empires beset us in battalions; the wearied reviewer may be pardoned if he open them with a prejudice. But Mr. Jose's book asserts itself; wherever the reviewer opens it he will read on. We confidently anticipate that Mr. Jose's bold hopes will be fulfilled, "that it may interest the busy man, stimulate the indifferent man, and whet the appetite of the student." The author confesses that the two opening chapters are "saturated with Seeley"; the author himself is saturated with Seeley. The preface dates "Empire Day, 1897"; its writer combines the patriotism of the Briton with the experience of a colonist, to which he superadds the training of an Extension lecturer. This by way of warning to those who have no sympathy with Imperial sentiment; the rest may rely on accuracy, and will assuredly find interest. A purist may take exception to a style here and there ebullient; but a more tolerant critic will be loth to chastise a spontaneous and healthy rhetoric which vivifies facts and dates, and renders even Indian history readable.

Trigonometry at a Glance. By G. W. USILL and F. J. BROWN. (9¾ × 7¼ in.; price 2s. Philip.)

The authors call their work "a graphic demonstration of the various functions." It consists of two pages. The first contains diagrams which illustrate the variations of the trigonometrical ratios as the angle changes, one of the diagrams being furnished with a "travelling arm." In the second is a diagram, provided with a travelling triangle, designed to illustrate the "comparison of the functions of the angle and its complement."

The Tutorial Algebra. Part II.: *Advanced Course.* By W. BRIGGS, M.A., and G. H. BRYAN, Sc.D., F.R.S. (6¾ × 4½ in., pp. 596; price 6s. 6d. Clive.)

After the manner of the University Correspondence College Press, a large part of this book has already appeared in other works, to the merits of which we have recently drawn attention. Nine of the first ten chapters have been included in "Second Stage Mathematics," and more than the first half has been separately published as the "Middle Algebra." The general remarks we made in noticing these books apply equally to the remaining portion of the "Advanced Course." It is throughout an admirable work, and, if the "Elementary Course" (which is still unpublished) should prove to be of the same high character, the authors will have made a distinct advance in the scientific treatment of the subject. We strongly recommend the book, and especially an excellent chapter by Mr. J. H. Grace on the graphic representation of functions, to the attention of mathematical teachers.

Key to Algebra for Beginners. By the late I. TODHUNTER, Sc.D., F.R.S., and S. L. LONEY, M.A. (7½ × 5 in., pp. 270; price 8s. 6d. Macmillan.)

Mr. Loney has recently published a revised edition of the late Dr. Todhunter's well known "Algebra for Beginners," and the volume before us is the corresponding Key, the whole text having been carefully re-verified. The solutions are, of course, very brief, and in many cases not more than hints; but for students who require such help they ought to be sufficient. The methods are in nearly every case the best, with the exception of one employed in the section on complex fractions. On p. 64 we have the following solution (No. 36):—

$$\frac{a - \frac{ab}{a+b}}{b - \frac{ab}{a+b}} = \frac{a^2}{a+b} + \frac{b^2}{a+b} = \frac{a^2}{a+b} \times \frac{a+b}{b^2} = \&c."$$

In such a case it would be far better to multiply numerator and denominator at once by $a+b$, thus:—

$$\frac{a - \frac{ab}{a+b}}{b - \frac{ab}{a+b}} = \frac{a^2 + ab - ab}{ab + b^2 - ab} = \frac{a^2}{b^2}.$$

It should be mentioned that this method is occasionally employed, as in Examples 42 and 43 of the same set.

Annals of Eton College. By WASEY STERRY. (Price 7s. 6d. Methuen.)

The author, an ex-scholar of Eton, apologizes for following in the steps of Maxwell Lyte *haud passibus aequis*. There is room for both, and those whose purses are too lean, or whose mental digestion is too weak, to procure or to digest Sir Henry's monumental work will find a cheaper and lighter diet in Mr. Sterry's pleasantly written and well illustrated pages. Antiquarian lore is agreeably spiced with personal anecdotes, and many a good story is told in passing. *A propos* of a distich from the Paston Letters, we have a verse of a modern Eton boy.

"Pulvis et umbra sumus magno percussit eum bro,"

which, being interpreted, means "He hit him with a stick." The genesis

was in this wise. The Gradus, under *homo*, supplied the first half of the line. The Latin for "stick" not being known, and the letter *s* being missing in the author's dictionary, the boy was reduced to looking out "candlestick," and, finding *candelabrum*, he concluded that *brum* must mean "stick." There are plenty of stories as good, but it would not be fair to pick the plums. Mr. Sterry is a Conservative, and, though he faithfully chronicles the old abuses, he doubts whether recent reforms have all been for the better. The existing statutes are pronounced ridiculous, and their drafting such "that the most junior [*sic*] conveyancer in Lincoln's Inn would be ashamed of." The Governing Body (an odious neologism) are sadly lacking both in artistic feeling and business capacity, and hardly an improvement on the old reactionary Fellows. We are not careful to defend the Governing Body, but to an outsider it would seem that any change in the old constitution must be an improvement, and Mr. Sterry, by his verbal criticisms, provokes retaliation. The very page on which they occur contains three instances of incorrect or slipshod English. Again, we cannot think, with Mr. Sterry, that the presence of noblemen's sons among Collegers is a sign of regeneration. What business have they among the seventy *poor* scholars of the royal founder?

Fourteen Satires of Juvenal. Edited by J. D. DUFF. (Price 5s. Cambridge University Press.)

All recent school editions of Juvenal, and Mayor's monumental edition, which is not for schools, omit the Sixth Satire. Mr. Duff gives it all but some hundred lines, and we see no reason why this "Legend of Bad Women," the most laboured and most characteristic of all Juvenal's writings, should be ignored. In many other respects Mr. Duff has improved on his predecessors, and we may safely prophesy that he will long hold the field. The text is founded on Bücheler's last edition (1893), but the editor has freely used his own judgment, having collated, for the first time, three early MSS., one in the British Museum, the other two in the Trinity College Library. He has admitted in the text no emendations of his own, though several are suggested in the notes. Thus, in iv. 33, he reads *Plasia de merce for fracta*, a brilliant suggestion; in v. 41, he proposes *ungues observet. Amico da veniam for unguis observet acutos*. In xv. 5, *Memnoni for Memnonis* (the *i* short as in Greek), a certain correction in our judgment. *Experrecta for exorata*, in vi. 415 and *tantum for tamen*, in vi. 640, seem to us needless. The notes are clear, frequent, pointed, and shirk no difficulty. As typical, we may instance that on *estivum aurum* (i. 28) where it is shown that a special ring for summer wear is a myth of the commentators; on *sporula* (i. 95) where Juvenal and Martial are reconciled; on *sulcum deducis arena* (i. 155), where a new and plausible interpretation—"you plough the sand, you waste your efforts"—is offered; and on iii. 54, where the two uses of *tanti est ut* are explained and illustrated. The note on the short final *o* (i. 5) is not adequate. In xiv. 204, *atquin* is a misprint for *atqui*. Of the life and introduction, a careful *résumé* of the best thought of the best minds, we have left ourselves no room to speak.

The Shorter Poems of John Milton. With Preface, Introduction, and Notes by ANDREW J. GEORGE, M.A. (6½ × 4½ in., pp. xxvi., 299; price 3s. 6d. Macmillan.)

Mr. George is a teacher, in the department of English, in the High School at Newton, Mass. He seems to have imagined that there is no good and well annotated edition of Milton's shorter poems, and gives us an extract from a letter of a senator proposing that he, Mr. George, should make good the deficiency. There are, however, numerous editions of the shorter poems, and we are sorry to have to say that Mr. George's is not, in our opinion, one of the best—mainly because he has not yet learnt what is not wanted in the way of notes. For instance, in the case of "Lycidas," we are told that it was written soon after the death of Milton's mother: which leads to a long quotation from "Paradise Lost" in which Mr. George supposes Milton to refer to his mother: which leads to a page of quotations from Wordsworth and Tennyson in praise of mothers, and so on—and all to introduce us to "Lycidas." Surely there never was a more extraordinary view of annotation—all the more strange because so many of the other notes are sound, short, and business-like, and give the poems their right environment. The book is well printed and neatly bound. With a little pruning the edition would be useful—it has its good points; but it cannot for a moment be placed on a level with Mr. Verity's small volumes.

Novello's School Songs.

Books 80, 91, 92, 93, 94, and 95.

We are glad to note the extension of this admirable series, as it serves to show that its educational value is appreciated by that section of the public to whom it appeals for support. Book 80 contains ten kindergarten and action songs. Book 91 consists of graduated exercises in the staff notation on the movable doh method. Book 92 supplies similar exercises in the tonic sol-fa notation. Book 93 contains twelve action songs written by M. C. Gillington, and composed by Myles B. Foster. Books 94 and 95 each contains six well known glees arranged for soprano, alto, and bass.

Spenser's Faerie Queene. Edited, with Introduction and Glossary, by KATE M. WARREN. Book II. (6½ × 4¼ in., pp. xxii., 275; price 1s. 6d. net). Book III. (6½ × 4¼ in., pp. xxvii., 270; price 1s. 6d. net). (Constable.)

These two volumes continue Miss Warren's excellent edition of the "Faerie Queene." Miss Warren, it will be remembered, caters for the general reader of poetry. Her aim is to produce a sound text, well printed, moderate in price, and of handy size. She succeeds admirably. Her text is based mainly on that of 1596, supplemented by that of 1590, with references to other editions. The more important textual differences are briefly dealt with in the few pages of notes at the end of each volume; and each volume has a full glossary. The introductions are simply and clearly written, and, what is rare in introductions, they really do prepare one for the intelligent enjoyment of the poetry which follows. The printing is neat and clear, and each volume is just of a size to slip comfortably into one's pocket. Miss Warren deserves the hearty gratitude of all lovers of the "Faerie Queene," that is, of all lovers of true poetry. In both volumes, by the way, there is a reference to a frontispiece; but in neither is any frontispiece, or picture of any sort, given. Here and there—but only very seldom—one feels inclined to demur at the reading adopted. But, where so very much is good, to cavil at a few details would be ungracious.

Illustrated First German Reading Book and Grammar. By H. S. BERESFORD-WEBB. (Longmans.)

On the first page of the Reader is the picture of a fox-terrier; underneath it is: "*Der Hund, den Hund*, the dog; *der Kopf, den Kopf*, the head," &c., followed by short sentences, in which the difficult words are translated. This may serve as a typical lesson in Part I. In Part II. there are fewer illustrations, and a vocabulary appears at the head of each lesson. There are about forty pages of accidence and vocabulary, followed by an alphabetical vocabulary. The method is that of Messrs. Biggood and Harbottle's "Illustrated French Reader" adapted to German, and it seems to us to have one serious defect—the introduction of vocabularies into the body of the text; they simply save the pupil the trouble of translating from memory. It seems a pity, moreover, that the pictures should not have been made more use of. If the German word alone had been placed under the illustration, the pupils would more readily have grasped the connexion between the word and the thing. On page 10 a picture of an *Ofen* would have been more to the point than that of the English *Kamin*. The stories are, for the most part, well chosen, and binding and print are good.

Le Roi des Montagnes. By E. ABOUT. With Introduction and Notes by THOMAS LOGIE, Ph.D. Johns Hopkins University. (Boston: Heath & Co. 2s.)

This is yet another edition of that well known school classic "*Le Roi des Montagnes*." The only novelty about it seems to be a map of Greece, with a smaller one of Attica prefixed to the text. The introduction is insignificant, and the notes err on the side of brevity. Attention is never drawn to grammatical difficulties. The translations given are sometimes rather tame, and, what is worse, the literal meaning of a phrase is often omitted. Thus: *indites* (unpublished) is merely translated "unknown"; *si j'étais au complet* (if I were all right), translated "if I were injured"; *d'une main avinée* (lit. with a drunken hand), translated "with an unsteady hand." The grave defect of this sort of notes is, that, when the scholar retranslates English into French, he makes the most ridiculous mistakes through not knowing the literal meaning of the French. One instance among many of how not to write notes is given on page 228, where *pouvoir mais* is translated without *mais* being explained. We have only detected one misprint, on page 225, *ca* for *ça*, and, in fact, the print itself, which is very clear and good, is the only thing we can recommend.

"The Cambridge Series for Schools and Training Colleges."—

- (1) *Vergil, Æneid, I.* Edited by A. SIDGWICK. (2) *Cicero, In Catilinam, I.* Edited by F. H. FLATHER. (3) *Macaulay, Essay on Bunyan's Pilgrim's Progress.* Edited by A. D. INNES. (4) *Gray, Ode on the Spring and The Bard.* Edited by D. C. TOVEY. (C. J. Clay & Sons.)

"This series has been prepared in the conviction that text-books simple in style and arrangement, and written by authors of standing, are called for to meet the needs both of pupil-teachers and candidates for certificates." So runs the official announcement of the series; but it is not easy to gather from it the object and scheme of the series. Pupil-teachers are the No-man's-land that divides primary and secondary education. Training college students are, or should be, on a level with the sixth form of a public school. The same set of books cannot be adapted for both classes. We conclude that the pedagogic books announced as in preparation are for the training college, and that the four which have appeared are for the pupil-teacher. Of these, it is enough to state that they are simplified replicas of works that we have already noticed. Mr. Sidgwick has added a vocabulary and notes on the metre to his excellent edition of Vergil. Mr. Innes, too, is an accomplished editor; but we may be allowed to doubt whether a criticism of a criticism is the best form of literature for pupil-teachers. Still more does a

whole volume for less than two hundred lines of poetry appear to us a monstrous deal of sack.

The Dance of Death. With an Introductory Note by AUSTIN DOBSON. (G. Bell.)

A reproduction of the admirable copies of Hans Lutzelburger's famous woodcuts from the blocks engraved in 1833 for Dowce's edition. Mr. Dobson contributes a learned bibliography which he modestly calls a note, and reprints from his Collected Poems the "Chant Royal after Holbein." An exquisite bijou edition.

Courtship and Chemicals. By EMILY COX. Illustrated by ST. CLAIR SIMMONS. (Ward, Lock, & Co. 3s. 6d.)

We take for granted that "*Courtship and Chemicals*" is the work of a young writer whose experience of life in a women's college has not yet had time to be qualified by experience of a larger world; and we hope that before Miss Cox writes another novel she will learn to create heroines who are neither hoydens nor prigs, and not to make the troubles arising out of hysteria in one woman the theme of a novel intended to illustrate the advantages of University education in another. Her present novel is, we are sorry to say, rather silly and in very bad taste.

A Junior Latin-English Gradus or Verse-Dictionary. By SIDNEY C. WOODHOUSE. (Sonnenschein.)

The title is misleading; it should run, "An English-Latin Dictionary for Verse Composition." The plan is good. Words are tabulated as in Roget's "Thesaurus," and for words not found in the dictionary there is a reference given at the bottom of the page. Thus on page 1 we find "abound," "went," "absent," "present"; and for "abandon" a reference to (1) "leave" under "stay," (2) "a feeling" under "feel." The Latin synonyms are somewhat scanty. Thus under "admire" we have only *miror, admiror*; at least *stupéo, inhio* should have been added; under "admirer" only *mirator*; add *cultor, fautor*; and in the opposite column under "despise" *sordeo* should have found a place. It would have been well, too, to give the quantities of inflexions, as *sēdi, decōris* or *decōris*.

A Drama in Sunshine. By HORACE ANNESLEY VACHELL. (Macmillan. 6s.)

"A Drama in Sunshine" is not a book we could conscientiously notice in our column of "Safe Novels"; as it violates those principles of reserve and delicacy in handling matters of sex which we should like to see reinstated in English fiction. The passion of Joan Fabian for the husband of Damaris, and the feeling her shameless advances awaken in the man, are among the facts of life which are better not represented; and it would be well if publishers, reviewers, and readers would combine in a holy league to bring this principle home to authors by condemning, as more or less vulgar, all novels that offend by ignoring it. But fashion has, unfortunately, encouraged such outrages until it is rare to find a novel of any power that is quite innocent of them: and, possibly, we may have to wait for a general reaction, until the abuse has been carried—if that is possible—even further than it has gone yet. In the meanwhile we can only deal fairly with individual books by a method of comparison. And certainly, compared with many of the books of the day, Mr. Vachell's novel, now before us, does not deserve strong condemnation. Indeed it deserves, in some respects, very strong commendation. There is a fine moral in the *dénouement*, and there is spiritual beauty in the conception of the triumph of the wife's purity and magnanimity over the coarser elements in the character of the man. But it is just because we really admire very much the conclusion of the book that we wish the earlier chapters had been written in that veiled and yet eloquent language of the more chastened but not less moving art of the author of "Esmond" and "Vanity Fair." Thackeray could write of sinful passion without outraging modesty: why should not our modern authors be able to do the same?

"Macmillan's English Classics."—*Cowper's The Task, Book V.* With Introduction and Notes by W. T. WEBB, M.A. (6¼ × 4¼ in., pp. xxxi., 61, sewed; price 1s. net. Macmillan.)

This little book is edited with Mr. Webb's usual skill and judgment. The introduction is a good piece of work, and the notes are numerous and useful—perhaps rather too numerous for a student in England; and one might suggest that we do not in English speak of adjectives *agreeing with nouns*. In both introduction and notes considerable use, very rightly, is made of Cowper's "Letters," which often help us, as nothing else could, to understand his point of view.

We have received with pleasure a copy of the current number of the *American Historical Review*, October, 1898 (Macmillan Co., New York). It is a handsome and well-printed publication. The first article, by one of the Board of Editors, treats of the "Historical Opportunity in America," and makes various useful suggestions. An article on the "Execution of the Duc d'Enghien," though unimportant, is very pleasant reading. Mr. Harris gives an account of "The Outcome of the Cabot Quater-Centenary," criticizing rather sharply some of the papers and speeches that it called forth. We are sorry to find that he considers it proved beyond cavil that Sebastian Cabot was "only an unmitigated charlatan, a mendacious and unfilial boaster." We are not quite satisfied that he fully approves his points. "The Career of a Kansas

"Politician" is, perhaps, scarcely the kind of thing that is wanted in an historical review. The section devoted to documents is well filled, and there are some careful reviews of several historical books, English, German, French, and American.

COLONIAL AND FOREIGN NOTES.

CAPE COLONY.

Many years of agitation have at last resulted in the introduction of a "Bill to provide for the establishment of Boards for the securing of better attendance." We are indebted to the *Educational News* for the following summary of its provisions:—

"1. The form of compulsion proposed is that known by the curious name of 'permissive compulsion.' That is, each District Board has the power of making school attendance compulsory in its own district by the vote of the majority in a meeting summoned for the purpose and attended by not less than two-thirds of the members. Thus each district has the decision in its own hands—a wise and indeed, in view of local difficulties and prejudices to be overcome, a necessary provision. In this the framers of the Bill have followed the policy of the English Government, which introduced permissive compulsion in 1870, and allowed ten years to elapse before making it universal.

"2. Each District Board has also the power of deciding whether school attendance is to be compulsory for children of European extraction only, or whether children other than European are to be included. This clause will no doubt be the subject of much debate. If compulsion is needed anywhere, it is needed here; and the condition of the coloured races affects us in so many ways, direct and indirect, that no scheme which renders it possible to leave them out of consideration can be regarded otherwise than as a temporary expedient designed ultimately to be superseded by more effective measures.

"3. The age limit of compulsion is from the seventh to the fourteenth years.

"4. The penalty for non-attendance is to be a fine not exceeding £1 for each offence.

"5. The Colony is to be mapped out within a year from the promulgation of the Act into school districts, each of which is to have its own Board.

"6. The duties of the Boards are as follows:—To keep a register of all children in the district over five and under fifteen years old. In the case of European children, to inquire into their school attendance, and, if it is prevented by poverty, to act conjointly with the Education Department in making provision for them at some school, the cost being defrayed by the Department. To report to the Superintendent-General of Education about school accommodation in the district, and furnish such other returns as the Department may require. To decide the question of compulsory attendance as above described. Should compulsory attendance be decided on, to frame conjointly with the Superintendent-General of Education regulations for enforcing attendance, and to specify conditions of exemption.

"7. The necessary expenditure of any Board, if sanctioned by the Department, shall be paid for by the Department out of the funds provided by Parliament for the purpose."

Whatever be the fate of this Bill, the lines laid down here will probably be more or less closely followed in any similar measure, and the need of which it is the outcome is too widely felt and too generally admitted by thoughtful men throughout the Colony for its realization to be long delayed.

The last Annual Conference of the South African Teachers' Association was marked by an outspoken presidential address, the following extract from which should be of especial interest to members of the Teachers' Guild:—"It is not only from doubts regarding the usefulness of such a society that we are not properly organized. There are those who think that it is 'bad form' for teachers to band themselves together to discuss the economic conditions under which they work. They condemn the spirit of that part of our articles which is concerned with the improvement of the teacher's status as degrading. They label us as trade-unionists, and then, by an abuse of language, into which even superior minds apparently may fall, it is hinted that there are organizations of teachers whose members put wages before work. But it is, indeed, important for us to inquire whether there is anything inconsistent with self-respect or with the reverence due to learning and scholarship in our expressed endeavour to improve our position. If we are really doing a disservice to the spirit and practice of a true education by the occasional gentle prodding of the public on this matter of the low estimation in which good teaching is held, as judged by the test of what the public is prepared to pay for it, we ought at once to mend our ways, and expunge this part of our articles. This is no imaginary objection, as I will try to show. The Teachers' Guild of Great Britain is an organization of teachers in secondary schools. [Incorrect, Mr. President. It includes teachers of all grades.] This body recently held a conference, the results of which were thus summed up

in an editorial note in the *Journal of Education*, which is the organ of the Guild:—"There was no question of pensions, higher salaries, safeguards against oppression, or the like, though these and many similar reforms are urgent. The whole tone of the debates was on higher lines than these." Now, I think that editorial note of admiration gives away, if I may say so without offence, the whole position of the superior person. Teachers in the secondary schools of England are complimented on their policy of magnificent self-repression in refraining from any expression of complaint that salaries are unduly low, that pensions are wanted, and that teachers are subject to capricious dismissal. In the same breath we are told that these reforms are urgent. I do not think that there is anything less degrading in having a want made known indirectly than in stating it for oneself. This editorial comment goes on to deplore that the natural leaders of the Guild were conspicuously absent, fifty members of the Council being away. Is it not strange that so many of those should be absent who had nothing to gain in position by their presence? What becomes of the contention that a person really interested in education should be superior to such sordid inquiries as to how he is to live decently and in comfort, when most of those who have attained this position show such a marked lack of zeal for these 'debates on higher lines'? I say that there is no necessary antagonism between an interest in educational science and practice and an expression of discontent with the conditions of the teacher's service and an attempt to mend them. It is not always diplomatic to clear our language as well as our minds of cant; but we in South Africa are committed to a policy of candour with the public whom we serve, and I think I would back the success of the request straightforward against that of the request devious. Let us cease then to be frightened by the accusation of being trade-unionists. The status of the teacher and the welfare of the taught are inseparably dependent on each other; underpaid teachers mean ill-educated children. To be ashamed of that part of our programme which is concerned with the improvement of the teacher's status is false pride and is unpatriotic."

The labourer is worthy of his hire, and, whether hodman or teacher, he must combine, agitate (trade-unionize, if you will), in order to get it. Yet we held—still hold—that a corporate body of teachers which, like the Teachers' Guild, puts first the good of the taught and the common weal, which prefers the spiritual to the material, is worthy of all commendation. We have faith that, if we live for our children, all things shall be added unto us.

A stimulating educational utterance by a statesman is such a rare find that, whenever we happen to come across one, we make a point of giving it such publicity as it is ours to give. The following is an account—printed as it reaches us—of a speech by the Governor, Sir Alfred Milner, at a recent distribution of prizes at a girls' high school:—

"He was not one of those who thought that it was unwomanly for women to imitate men in things that men do better, and which it happened to be particularly desirable that they both should do as well as possible. Education was one of those things. All education was bad in reality as compared with the ideal. It was bad, but it had been much worse, and till recent times, though the education of boys was bad, yet it was a great deal better than what was considered good enough for girls; better because of its seriousness, and because it did make an attempt, however imperfect, at the training of the mind, at mental gymnastics of some sort, creating interest in the things of the mind, instead of being content merely to bestow upon its victims a smattering of miscellaneous information and a few piffling accomplishments. It was better, because in intention it was so much more thorough. But of late days, and owing largely to the establishment of girls' high schools, a big effort had been made to give to the education of girls that same character of thoroughness which formerly belonged only to the education of boys. He did not say that was the case universally; but, at any rate, it was so in the best schools of the most advanced countries—in the best public schools of Britain, for instance, and still more in the admirable high schools of Switzerland and Germany. That imitation by girls' schools of the better class of boys' schools represented a real and immense social advance. It was part of that great work so characteristic of their times, the levelling up of woman, not to similarity with man, which was not the true ideal, but to equality in thought. There was only one more remark he wished to make. He thought they were all agreed that the education of girls ought to be as good as the education of boys. Rather let him say it ought to be better. If girls' schools were going to follow in the steps of boys' high schools, then for goodness' sake let them learn from the mistakes of those who had gone before. Let them imitate the good of those schools, and avoid the evil. Now, the great danger of the best education was cram and excessive reverence for the great high priest of cram, which was competitive examination. Of course, there were examinations and examinations, and what he had said applied to the ordinary sort of knowledge determined according to the quantity of information which it had been found possible to cram into the head. It was not, however, the contents of the head that mattered, but the state of the head. Not its passive capacity, but its active efficiency. Of course, all education aimed at imparting knowledge, but it was a characteristic of education of the right kind that it imparted knowledge in such a way that it stimulated

and trained thought. If it did not do that, then it was not instruction, but cram. Mental cram was bad for everybody, but much worse for girls than boys. It was worse for them, first of all, because it did them more harm, and also because it did them more mental harm. For these reasons, if for no other, they must avoid the error of cram. Girls had less power than boys of healthy reaction against these methods; they submitted more readily. Girls were more quick, more imitative; they needed less to be forced to learn; they needed more than boys to be forced to think."

AUSTRALIA.

For the last few months Melbourne has been agitated by a University scandal, of which our correspondent sends us full details. Space compels us to summarize. Dr. Marshall-Hall is the Ormond Professor of Music at Melbourne University. His musical ability and efficiency as a teacher are undisputed, but his religious views are, to put it mildly, peculiar, and he has not kept them to himself. After a heated newspaper correspondence the Professor resigned, but shortly after withdrew his resignation. The University is by Act of Parliament absolutely unsectarian. The following resolution of the Senate sums up the situation:—"The Council has considered the books published by Prof. Marshall-Hall, his address at the Liedertafel, and his letters to the Council. Prof. Marshall-Hall has, by his books and address, endangered the future of the School of Music and of the Conservatorium of Music. The libidinous character of his poems and other writings, coupled with his ostentatious parade of disbelief in Christianity or any form of Theism, and of his contempt for those who hold such a belief, have shocked the community, have infringed the principle of neutrality in religious matters, which has so conduced to the usefulness of the University, and have tended to make many parents shrink from allowing their children to attend the teaching of the University. Having regard, however, to the very limited powers conferred on the Council in such a case by the constitution of the University, and understanding that Prof. Marshall-Hall now recognizes the grave mistake which he has made, and pledges himself to abstain from such conduct in the future, the Council does not see fit to attempt any further action. But the Council while acknowledging the excellent work of Prof. Marshall-Hall in the Conservatorium and in the University, thinks it fair to intimate to him that in the opinion of the Council it will be impossible to reappoint him when his tenure of five years comes to an end in 1900."*

As I expected when I last wrote on the subject, the agitation against Prof. Marshall-Hall, the Ormond Professor of Music at Melbourne University, has died away into silence. The circumstances, however, surrounding the decision of the University Senate, not to take action against the Professor, has raised the whole question of the conditions of the tenure of professorships. A special meeting of the Senate is to be held this week, at which a motion, submitted by Dr. Leeper, Warden of Trinity College, having for its object the strengthening of the "too limited" powers which the Council of the University have over the professorial staff. It is sought to give the Council the right to make inquiry concerning the conduct of any professor "in or out of office, whether manifested in action, writing, or speech," and to censure or dismiss the guilty gentleman according to the offence. Dr. Leeper would have legislation passed in order to attain this goal. There will be a tremendous fight over the subject, and, although I have the greatest personal liking and respect for the Warden, I fear his motion involves the creation of too inquisitorial a tribunal for much good to result from its discussion.

The same meeting of the Senate will have brought before it some amendments to the regulations, having as their aim the rendering it possible for ladies to obtain seats in the Senate. Women have, of course, been admitted members of the University long ago, on terms of the fullest equality with men.

The resolution in favour of the reintroduction of religion in State schools, brought before the Victorian Parliament by its most accomplished debater, the Hon. A. Deakin, has been temporarily "hung up." This does not mean more than that it is abandoned for this Parliamentary Session. Mr. Deakin is going on with the matter at a later date, and in the meantime the most influential members of the colonial religious bodies—notably the Presbyterians and several women's societies—are conducting a quiet but effective campaign. Professor Harper, a leading Presbyterian, last week declared at a public gathering in Melbourne that an actively organized effort must be made during the two months preceding the opening of the next Session to assist Mr. Deakin to obtain the irreducible minimum of religion for which he pleaded in the House of Assembly.

That the Victorian Minister of Education is not uninfluenced by the agitation is evident from a declaration which he recently made—without consulting his Cabinet, be it noted—to the effect that he would initiate amendments to the Education Act in the direction of providing facilities for religious instruction in the State schools. This announcement was followed by the passage in the Legislative Council of a motion approv-

ing the Minister's declaration by 18 votes to 7. The Ministers did not take part in the division, as their colleague's proposal had not been discussed by the Cabinet. A further indication of the attention now being given to the whole subject of religion in State schools, is the prominence given to it in the programme of the Ballarat Church Congress—I believe the first Australasian Anglican Congress ever held—which takes place all through this week. The speakers and readers who are dealing with educational topics are the Bishop of Adelaide, Canon Samwell, Dr. Leeper, Rev. H. Braddock, and Messrs. E. P. Date and C. H. Lindon. Much interest is taken in Dr. Harmer's paper.

"Criticism and Reform" is the dominant note in secondary education circles throughout Australia. Melbourne University has been vigorously attacked by a member of its own Senate—Dr. Morrison. The defence has been taken up by one of the most popular and genial of the staff—Prof. Morris, the English, French, and German Languages and Literature Professor. Dr. Morrison claimed that "the students at Melbourne University are under-taught and over-examined." In his reply, Prof. Morris practically admits the examination evil, but regards it as unavoidable. With respect to the "under-taught" criticism, his rejoinder is worth quoting verbatim in view of the comparison between Oxford and Melbourne:—"With regard to the charge that the students are under-taught, I cannot think that Dr. Morrison intended that his remark should apply to the Arts course. I am quite sure that the men who belong to the colleges, and who attend lectures in the University, as well as in the colleges, have too many, and not too few, lectures. If the charge is true at all, it applies to the amount of time devoted to teaching, and I have heard the Science and Medical people say that the time of the session should be different. At the Melbourne University, however, we have about twenty-six weeks in the year for actual teaching, while at my own University of Oxford the time is twenty-four weeks in the year. Then the University itself supplies far more teaching than at Oxford, where the tutorial system is in vogue, and the bulk of the teaching is done by the colleges, and not by the University. Here, on the other hand, the greater part of the teaching is professorial, as at the German and Scottish Universities. The present arrangement of the year hardly gives the student time to properly assimilate his lectures.

An important reform has been introduced into the management of Melbourne Grammar School. With the advent of Mr. George E. Blanch, M.A., the new Headmaster, the constitution of the school undergoes radical alteration. Hitherto the headmaster "farmed" the school, appointing his own teachers and assistants, and paying their salaries. The new constitution alters this arrangement, and places all appointments in the hands of a school council, which is in the main democratically elected. The school is the most important in Victoria, and the annual dinner of "Old Melburnians," which took place about a month back, and at which many kindly references were made to the *Journal of Education*, is one of the events of the Melbourne year. How the new system will work I do not venture to prophesy. It is certain, however, that it will be given a fair trial by all parties concerned.

JAPAN.

The twenty-fourth annual report of the Minister of State for Education reaches us from Tokio. We note the points that have interested us. A Board of Advice for School Hygiene has been instituted, to consider sanitary matters submitted to it by the Minister. Japan already possesses a Superior Council of Education, elected triennially, and consisting of the President of the Imperial University, the Directors of the Bureaux of the Department of Education, the Director of the Higher Normal School, the Director of the Higher Normal School for Females, and other officials, "besides men of learning or experience in education, not exceeding seven in number, appointed by the Cabinet on the recommendation of the Minister," all of whom receive an annual remuneration not exceeding 300 yen. In future "every regular teacher in city, town, or village elementary school who has served in one and the same school for five consecutive years shall be entitled to an additional salary equal to 15 per cent. of his proper salary, with a further grant of 10 per cent. for every successive period of service of five years, up to the maximum amount of 35 per cent." Fortunate Japan! It is possible in England, after ten years of service in a public school (not elementary) to find oneself nearly 15 per cent. to the bad! But it is not all rose-coloured even in Japan. Here, for instance, is a curious fact. "For the purpose of guarding against the school attendance of children under school age, an instruction was issued to the effect that, as such attendance is not only inconvenient in the management of schools, but also detrimental to the physical and mental development of children, strict supervision should hereafter be exercised over such children, in order to prevent them from attending schools."

We can only conclude that this instruction was issued in the interests of kindergartens, of which as many as 223 have already been established, and which are defined in the Report as "institutions for the training of children under school age." The following paragraph suggests more serious difficulties, and at the same time affords a glimpse at the departmental soul—generally concealed beneath thick

* The letter containing the substance of this paragraph reached us too late for insertion in December.

layers of statistics :—"The accommodations in ordinary normal schools have gradually been completed ; some of the school buildings have been reconstructed, and others are in course of re-erection. However, some are not still without inconveniences for the training of pupils, owing to small and insufficient accommodation of class-rooms and dormitories. As regards the training of pupils, the principal aim is carefully directed towards the formation of their characteristics, as well as to their physical culture, and much attention is paid to proficiency in studies ; so that in some localities, pupils have made tolerable progress notwithstanding special vacations either caused by natural calamities, the prevalence of epidemic diseases, or the stoppage of lessons on account of the absence of instructors. General attention is strictly given to school hygiene and to the health of the pupils, and especially to the strict enforcement of physical examinations of fresh candidates for admission, and precautionary measures as to the removal of school sites to more healthy locations. On low school-sites or in cases of improper construction of dormitories, the attention paid with regard to school hygiene seems to have been of no avail. A sufficiently nutritious diet could hardly be supplied to students boarding in the school [? schools] on account of the great rise in the price of commodities, and a serious apprehension is entertained that this is probably one of the causes that have led to diseases so frequently contracted by pupils. During the present year, the most prevalent disease among pupils was *beri-beri*, which was so prevalent at one time that a great majority were infected, requiring most careful attention and medical equipment." The Report gives very full information as to the different ways in which licences to teach may be obtained, without in any case indicating the nature of the tests. In another matter it is a little more explicit : "Licences shall be forfeited in case the possessor of the same has been subjected to imprisonment or any other heavier [?] punishment, or has committed any crime against public morality, or causing the loss of public confidence, or who has been subjected to police surveillance, or adjudged bankrupt or insolvent, or who has been guilty of lewdness, drunkenness, violence, or any similar act disgraceful to the reputation of a teacher." The Report is in English.

NEW YEAR BOOKS.

Hero and Heroine : the Story of a First Year at School. By ASCOTT R HOPE. (Black.)—"A half-text study in hero-worship" would be a less taking, but a more exact, title for this acute analysis of a familiar phase of schoolboy sentiment. The Hero is, as he should be, a very commonplace and unattractive specimen of public-school boyhood, and the title and colonial governorship with which he is invested at the end fail to throw any glamour over the character. For this very reason the art of the writer is the more conspicuous. Somehow or other he does contrive to give him that indefinable *dämonisch* which inspires a romantic attachment in his schoolfellow who tells the story. The Heroine, a Sick-house nurse, is an elder sister of the Hero, who has been cut off by a cruel uncle from all acquaintance with her brother and remains *incognita* till the *dénouement*. "She the loving and he the loth" make a very pretty entanglement. The part she plays in the Austro-Prussian War of 1866 at the Battle of Kissingen is too long an excrescence, though it is excellently told. In Mr. Hope's school commonwealth prefects play a larger part than our experience warrants ; but we doubt not he could give chapter and verse for all the petty tyranny and slave-driving that he exposes. The masters move like shadows in the background. We venture to doubt whether the delinquencies of individual masters ever form the 'staple of a masters' meeting. Suffering is the badge of all our tribe ; but even an usher would turn if he were hauled over the coals before his fellow-servants. The incident of the stolen grouse and the strange adventures that happened to its carcass is in Mr. Hope's best vein of humour.

Théophile Gautier's Captain Fracasse. Translated by ELLEN MARY BEAMS. (Price 5s. Duckworth.)—For the sake of our younger readers it may be well to say that Gautier's "*Le Capitaine Fracasse*" is in the first flight of picturesque novels, with as many broken heads and hair-breadth adventures as an English schoolboy can desire. That Gautier is a perfect stylist, and that his charm of style is hardly preserved in the translation, are facts that our young reader will not greatly regard. The first sentence on page 2 is not easy to analyze ; "and which," "in effect" for "in fact," and similar inelegances, are frequent, but even in its English dress it will be pronounced "a tip-top" story.

Animals of To-day : Their Life and Conversation. By C. J. CORNISH. (Seeley.)—With most of the chapters of this delightful volume we were familiar as *Spectator* "middles," and, though they were unsigned, the authorship was unmistakable. A keen eye, sympathetic intelligence, patient observation, and a clear style—this combination of gifts makes Mr. Cornish unique among our popular zoologists.

Highways and Byways in North Wales. By ARTHUR G. BRADLEY. Illustrated by JOSEPH PENNELL and HUGH THOMSON. (Price 6s. Macmillan.)—The book reminds us of Cobbett's "*Rural Rides*," and

we could not pay it a higher compliment. The mountaineer and the sportsman will be disappointed, for Mr. Bradley rides the iron horse and he has left his rod behind. But for the uncommercial traveller whose only object is to see the country and its folk and to understand what he sees Mr. Bradley is a perfect companion, well informed, but never pedantic, with an eye for scenery, but with no inclination for word-painting. One small grumble. Poor little Borth and "Dr. Thring" are polished off in a sentence not flattering to the former, whereas Dr. Kennedy gets a full page of gossip.

Among reprints, &c., Messrs. Constable send us BOSWELL'S *Journal of a Tour to the Hebrides with Dr. Johnson*, in two volumes, with variorum notes. The print and get-up are excellent, but the binding leaves something to be desired. Messrs. Dent send us the *Pickwick Papers* in three tasty little volumes with coloured illustrations.

Messrs. Macmillan send us new and cheap editions of LEWIS CARROLL'S *Sylvie and Bruno* and *Sylvie and Bruno concluded*, illustrated by HARRY FURNISS.

Wild Life at Home. By R. KEARTON. (Cassell.)—Those only who have attempted work of a like kind can properly appreciate the difficulties to be surmounted, the unbounded stock of patience necessary, to say nothing of the steady hand and sure foot required, to achieve results such as these that Mr. Kerton and his brother publish in "*Wild Life at Home*." Far from trying to keep the ground to themselves, they generously give all possible help to labourers in the same field by accurately describing all the methods and precautions they consider useful for others. The book is so simply and naturally written as to appeal to every one, while the anecdotes, both of the ways of wild life and the means taken to discover its secrets, are full of interest. Mr. C. Kerton has surpassed himself in the delicacy and clearness of his photographs. The bearded tit feeding its young, the orange-tip butterfly and its companion meadow browns, the shag stretching herself, and many others, could hardly be improved upon.

The Leisure Hour for 1898.—Contains plenty of interesting matter. Fiction takes up a fair amount of space, the three serial stories being supplemented by a number of short sketches ; science and discovery, notes on a variety of subjects at home and abroad, and the necessary prize competitions have their share. Some reproductions of pictures by Watts, and excellent illustrations by J. Pennell, to a paper on the Port and City of Bristol are specially attractive.

Yule Logs. (Longmans.)—This Christmas Annual, edited by G. A. Henty, is full of good stories by some of the best writers of boys' books. It is very nicely got up and has a large number of illustrations. A capital book for a library.

Buccaneers and Pirates of our Coasts. By FRANK R. STOCKTON. (Macmillan.)—It will be a surprise to some of Mr. Stockton's readers to find that the list of buccaneers is headed by Columbus. The discoverer of America has not generally been viewed quite in this light, though, no doubt, some of his later performances were open to misinterpretation. After Columbus comes Sir Francis Drake, and we go on through a long list of half forgotten pirates, mostly with manners disgusting and customs fiendish, down to the often quoted Morgan and Kidd. It is interesting to note the various causes which led these worthies to adopt piracy as a profession, and Mr. Stockton gives the outline of their histories with touches of humour which are all his own, and without dwelling too much on the horrors perpetrated by the brethren of the coast, so that the volume is very pleasant reading. It was not, by the way, Douglas, but FitzJames, who bade his foes "Come one, come all."

We have received from Mr. James Bowden a copy of *Concerning Teddy*, by Mrs. MURRAY HICKSON, a series of pictures of the said Teddy, some of which have already appeared. They show considerable knowledge of children's thoughts and ways, and Teddy is a life-like character. His perpetual slight stammer is rather irritating.

A Roman Household, by G. NORWAY (National Society), is well written, and gives a vivid picture of the life of a Roman family in Nero's day. The chief interest of the story lies in the position of the Christians, the worst of whose persecutions were just beginning, and the real heroine is Marta, a Jewish slave, who dies for her faith, but not before her life and character have influenced many around her. There is a thrilling scene in the arena when Claudius fights for his life with the two bears, and the Emperor and Vestal Virgins look on alike unmoved.

The Eagle's Nest. By S. E. CARTWRIGHT. (Blackie.)—Children will be amused with this story of the games and imaginings of Madge, John, and Betty. A modern child would hardly believe in Lewis's romancings about the dark cellar with the iron doors in which he was so often shut up, &c., but otherwise their ways are natural if not always commendable, barring Madge's exploits in Churchbury, which are somewhat absurd.

Greyling Towers. By Mrs. MOLESWORTH. (Chambers.)—The family of children who go to Greyling Lodge are well described. Amy, particularly, with her irrepressible curiosity and determination to see signs of a mystery in everything is a very life-like character, and the more timid Viva acts as a foil. The underground passage, and mid-night appearance of Owen, is rather too sensational, but the other events and small incidents which helped to excite Amy's imagination come in quite naturally.

Adventures in Wallypug-Land. By G. E. FARROW. (Methuen.)—

Perhaps, if we had read the two preceding volumes (which have, the author tells us, been very popular), we should understand better what the Wallypug is, and why he should be regarded with so much affection. He seems rather a feeble creature, and we have some sympathy with the sister-in-law's impatience. The adventures of the author and the Wallypug are of a startling character, and there are numerous illustrations.

We have received from Messrs. Methuen & Co. an edition of the *Pilgrim's Progress*, with an interesting biographical and critical introduction by C. H. FIRTH. The book is nicely got up, with good clear print, and some effective illustrations by R. A. BELL; it is wonderfully light and easy to hold.

The History of Henry Esmond. By W. M. THACKERAY. *The Vicar of Wakefield.* By O. GOLDSMITH. (Dent.)—These are volumes of the "Illustrated Romances Series," excellent in type and general get-up. They each have about a dozen coloured illustrations by F. D. BEDFORD; the colouring is subdued, and, on the whole, harmonious, but the result is not altogether satisfactory. Some, however, are good, e.g., Lady Castlewood and her son in the stalls in Winchester Cathedral.

Prince Uno. (Pearson.)—Fairies—modern ones, 'at any rate—are not, it seems, without their troubles. This book tells how the fairy prince lost his son and how "Uncle Frank" found him. Children are sure to be interested in the fairies' doings, even though they are not strikingly original. The book is neatly got up and has a number of illustrations.

The Reign of the Princess Naska, by A. H. STIRLING (Blackie), is a pretty little story of a child princess. We think the awakening to the sense of her responsibilities somewhat too sudden; but the princess is a charming little person, and we regret her untimely death. The illustrations are numerous, and add greatly to the attraction of the book.

De Soto and his Men in the Land of Florida, by GRACE KING (Macmillan), is a stirring account of De Soto's adventures in Florida in the sixteenth century. The story is somewhat blood-curdling in parts, but no doubt this will be no objection to boy readers. The book is well got up and has many good illustrations by GEORGE GIBBS.

Four-Footed Americans. By M. O. WRIGHT.—We think the author has rather fallen between two stools, the book containing a lot of information useful for children of fifteen or sixteen put in a form suited to much more youthful readers. No young child would remember a quarter of the facts crowded into some of the chapters.

Among the Celestials. By F. YOUNGHUSBAND. (Murray.)—A wonderfully interesting account of the author's travels in Corea and the country north of India. The incidents are well told and read more like the adventures in story books than plain fact. The illustrations are worthy of the matter.

In a Chinese Garden. By ANNIE LENNOYS. (Pearson.)—A small prettily bound book of Chinese stories, quaint and well written. The story of Gua-nana and the spirit Imri loses none of its charm from being already known in the form of "Beauty and the Beast." The book has no advertisements bound up with it, which is unfortunately the exception, not the rule, nowadays.

For Peggy's Sake. By Mrs. EDWIN HOHLER. (Macmillan.)—This is a nicely written, if improbable, story. We do not believe in the landlords who are converted from the error of their ways by some small child, and immediately begin to look after their property and tenants after neglecting them for years; and the mistake about Peggy's identity could hardly have continued unless all the people concerned were most unusually stupid. She is a nice child, though decidedly a "handful." The two maiden sisters are well described, but the apple-green sacques are an anachronism.

Wolf Ear the Indian. By EDWARD S. ELLIS. (Cassell.)—These adventures of some settlers who are flying for their lives to the shelter of the agency, when they find that the Indians in their neighbourhood are on the war-path, really cover only a few hours; but the different members of the family have several hairbreadth escapes during this time, and they are well described.

Dash and Daring. (Chambers.)—This volume contains stories by Henty, Manville Fenn, David Ker, Kingston, Horsley, and other popular writers. Many of them are very characteristic, and, covering as they do a wide field, from a "Bigside Run" at Rugby to adventures on the Spanish Main, they offer great variety of interest and excitement.

A Mystery of the Pacific. By OLIPHANT SKEATON. (Blackie.)—In "A Mystery of the Pacific," a ship's company of these days discovers beyond a vast belt of floating weed an unknown island and a colony of Romans, with whom the world seems to have stood still for several hundred years, and whose one idea seems to be to do exactly as their fathers did, and to destroy any one capable of betraying them to the outside world. The mixture of ancient and modern is, of course, meant to be incongruous, but, even so, the effect is not very good. The moderns are rather too commonplace, and why should the heroine be always spoken of as "Clodia Carissima," as if it were her surname? The story has plenty of incident, and the illustrations are very good.

We have received from Messrs. Cassell a new edition of *The Iron Pirate*, one of the most exciting of Max Pemberton's romances, and a

cheap edition of *On Board the Esmeralda*—some striking experiences at sea, by JOHN C. HUTCHESON.—From Messrs. Macmillan a pretty little edition of *Miss Mouse and Her Boys*, by Mrs. MOLESWORTH, and Miss EDGEWORTH's *Lady Lawrence*, well illustrated by CHRIS HAMMOND.—From Messrs. Gay & Bird a popular edition of *Pushing to the Front; or, Success under Difficulties*, by ORISON SWETT MARDEN, a book written in colloquial style, with records of an immense number of people who have achieved success of various kinds.

The Yellow Sea. By HENRY FRITH. (Griffith, Farran, Browne, & Co.)—The adventures of a boy with a fancy for the sea, who comes in for more startling experiences than he bargains for, being let in for an active part in the sea fights between China and Japan. It is brightly written.

We have received from the Oxford University Press a copy of GOLDSMITH'S *Vicar of Wakefield*, the tiniest and daintiest production we have seen for some time. Small enough to go in the waistcoat pocket (it measures about 2 in. square and $\frac{1}{2}$ in. thick), its 584 pages are so beautifully printed that they are most pleasant to read. A portrait of Goldsmith at the beginning completes this charming little volume.

The Girl's Own Annual for 1898 contains a great deal that will be useful and attractive to girls, from papers on music and lives of great composers to dressmaking, cooking, hints on nursing and household management. "A Little Outing for Londoners," the title of two articles with several illustrations, suggests very desirable directions for bicycle rides or holiday expeditions. "The Typical Church Towers of English Counties" gives interesting information, and the illustrations are carefully drawn, though the reproduction is not altogether satisfactory. Sketches are given of successful women workers in various fields. We notice many familiar names amongst the contributors of serial and other stories, and there are songs, chorales, and other music, composed by Sir G. Martin and Myles Foster. It would be a useful book for a girls' club, as there are instructions how to make a great many things, and good advice as to health, &c.

Nothing but Nonsense.—By MARY KERNAHAN. Illustrated by TONY LUDOVICI. (Bowden.)—Nonsense, to be really good, must have some sense in it, and perhaps this is what is lacking in the book before us; so much unmitigated nonsense is apt to pall. Some of the illustrations, which are coloured, are clever; but why should the crocodile, who is spoken of as "he," be dressed in female attire?

The Splendid Stranger. By ROBERT LEIGHTON. (Sunday School Union.)—Monmouth's Rebellion has been used as a background for many a story, but Mr. Leighton introduces a fresh element by making his hero, Peter Endicott, meet with Daniel Foe, and pass through some of that disastrous campaign by his side. Peter is rather a feeble personage, an easy prey to people who rob and put upon him till he is, as it were, startled into manhood by finding that Mary Cradock, the girl he loves, has received a brutal sentence from Judge Jeffreys for having done homage to Monmouth in Taunton market-place. This is a well written and readable story.

Young England, Vol. XVII. (Sunday School Union), contains a judicious mixture of fact and fiction. We notice an interesting set of papers called "Kings of the Quarter-Deck," giving outlines of the history of some of our most famous admirals, with pictures taken from the best known portraits of them; while in "Schooldays of Notable Men" we find much to attract us, such as the details of the early life of Charles Kingsley, and the scenery from which he drew in the books which have made him so widely known. Fred Whishaw, Kirk Munroe, and Robert Leighton each contribute a serial story; shorter ones being supplied by H. Avery, R. Horsley, and other authors deservedly popular with boys. The Rev. E. C. Dawson fills the "Sunday Hour" with sensible straightforward talk on the conduct of everyday life. Besides these, there is information on natural history and other subjects. "Young England" has a number of illustrations, large and small; it is nicely got up, and is a very suitable volume for a club-room or boys' library.

Dr. Jollyboy's A B C. (Wells Gardner, Darton, & Co.)—Many people have essayed the difficult task of teaching reading without tears. "Dr. Jollyboy's A B C," with drawings by GORDON BROWNE, should go a long way to help on this desired end. Though some of the words may be long and hard, the illustrations are so fascinating that children will delight in fitting each word to its picture, and will soon learn the sound and the look of both. An additional advantage will be that the teacher will be in a good temper as well as the pupil. Who could behold the frantic efforts of the engine-driver to warn the Egyptian off his track, the stag-hunt over that singularly unsuitable hill, or the tails of the Duke's horses, without a smile? Even the blind man, on page 4, is amused by what he sees, and such, we feel sure, will be the condition of all the happy possessors of "Dr. Jollyboy's A B C."

The Queen's Story-Book. Edited by S. LAURENCE GOMME. (Price 6s. A. Constable.)—This is a pendant to the "King's Story-Book," which we selected for special commendation last year—a collection of extracts from novels and Froissart to illustrate English history. For the Stuart period Scott is, of course, the mainstay; for the Georges, Thackeray. We have, besides Defoe, Thomas Low Peacock, Lytton,

and for the Chartist riots the famous scene from Disraeli's "Sybil." The title must not be interpreted too literally. Several of the extracts are nowise concerned with queens. For school purposes we could have wished that the two volumes had been differentiated by periods, not by sex. Either, or parts of either, would make an excellent holiday task.

Cola Monti. By the author of "John Halifax." (W. & R. Chambers.)—After noting the name of the author, it is disappointing to read the story, whose characters seem singularly unlikable—whether we take the genius himself or the village boy who brings Dr. Birch a book he has fished out of a "pond in your field, sur. I was there this morning bird-nesting, please your honour, which I hope you won't take ill, as I didn't mean any mischief." The ordinary village boy doesn't make remarks like this, nor does an undergraduate say he "came up from Cantab to see the governor."

The Island of the English. By FRANK COWPER. (Seeley.)—The Island of the English lies off the coast of Brittany, and its caves are a store-house both for smuggled goods and for arms and other properties collected by the Royalists and the Chouans, who are striving, vainly enough, to make head against Napoleon, as yet only First Consul of France. The hero is an English boy, Dick Quarles, whose passion for the sea leads him into considerable danger both on sea and land. The caves are the scene of more than one conflict, and Dick assists (to some purpose too) at a repulse of the Government troops by the Chouans at the Château de Penancoët, where he has found friends. The pictures thus drawn are very vivid, and the story is interesting throughout.

Griffith, Farran, Browne, & Co.

- (1) *Middy and Ensign.* By G. MANVILLE FENN. (2) *Blue Jackets.* By G. MANVILLE FENN. (3) *Three Boys.* By G. MANVILLE FENN. (4) *A Pirate of the Caribbees.* By HARRY COLLINGWOOD.

(1) An excellent story of the adventures of a small English force sent out for the protection of a Rajah whose territory lay at the west side of the Malay Peninsula. There is plenty of fighting and plenty of fun. We do not quite see why Gray should have given up country and friends simply because he lost all his money; but the relations of Midshipman Roberts and Ensign Long are delightful, while old Dick and Dr. Bolter make up a quartette whose company we are sorry to leave. The story is worthy of better illustrations.

(2) Whoever begins to read this log-book will be unable to put it down unfinished. It is full of the most thrilling scenes, and there are perils and escapes galore. The dangers of sight-seeing in Nyho seem to be about as great as pirate hunting up the rivers, so that between one and the other the reader is kept in a continual state of excitement. The middies are full of chaff, and Ching's Pidgin English is very amusing. Ching is a godsend to the officers of the "Teaser"—no doubt he agreed with the master of the junk, who pronounced them "the nicest foreign devils he ever met."

(3) We are tempted to pity the young Londoner delivered over to the tender mercies of such mischief-loving boys as Kenneth and his devoted follower Schoodrach, but this record of the life they led him will interest all who like fun and sport of all kinds, and who know something of Scotch ways and the estimation in which "the chief" is held. The defence of Dunroo is a fine scene, and Kenneth's reckless ways and hairbreadth escapes keep up the reader's interest. Max turns out a trump notwithstanding his parentage and upbringing.

(4) A most exciting sea story told in Mr. Collingwood's best style. The hero, Courtenay, seems to go through all the varieties of danger that could be compressed into the time. Shipwreck, long days of exposure in open boats, expeditions against pirates, interspersed with desperate fights with any enemy's ship he came across—and French and Spaniards were enemies then—leave little breathing space. He is kidnapped, too, with the pleasant prospect before him of being burnt alive or cut into small pieces by Morillo, a pirate whose treasure-house he has cleared out. His escape in the felucca is the most improbable part of the story; Dominguez would never have given his prisoner such a chance.

We are glad to see a new edition of a popular story by G. A. HENTY. *The Young Franks-Tireurs and their Adventures in the Franco-Prussian War.*

Nelson & Sons.

- (1) *In the Grip of the Spaniard.* By HERBERT HAYENS. (2) *Through Peril, Toil, and Pain.* By LUCY TAYLOR. (3) *Tom Tufton's Toll.* By EVELYN EVERETT GREEN. (4) *The Dormitory Flag.* By HAROLD AVERY.

(1) A very spirited story of the War of Independence in Venezuela, the hero being a volunteer in the English Legion sent out to assist Bolivar in his struggle with Spain. The author seems a little uncertain as to the character of the Liberator, dwelling chiefly on his restless energy and the surprising rapidity of his movements, which remind us of the descriptions Miss Martineau gives of the like qualities in Toussaint L'Ouverture. Bolivar proved later on that his own aggrandizement was not his chief object, but there were many who believed in the stories to his discredit, and the Spaniards, whose cruelty

to their opponents could not be surpassed, were loud in their denunciations of his severity. The interest is well sustained, and a very vivid picture given of the hardships the soldiers had to endure. The illustrations are very good.

(2) A story of the persecutions of the Gossellers when the death of Edward VI. gave the Roman Catholics the upper hand during the reign of Queen Mary. The characters want life, and the different people are much too fond of long speeches and moralizings, so that the story drags in spite of the excitements of beheadings and burnings. According to Haydn, the waltz was not introduced into England till 1813, so that Kathleen was considerably in advance of her time in her proficiency in the art.

(3) This is a continuation of a former book, and gives us the end of Tom Tufton's career as a highwayman. As before, the highwaymen are rather of the Claud Duval type, with a touch of Robin Hood, in that they take from the rich to give to the poor, and redress the wrongs of the peasants in a high-handed manner, as witnessed by the summary execution of the miser. 'Lord Claud' remains as inscrutable as before, and we never discover the reason of his power and immunity from punishment. There are some exciting scenes where the hounds track Tom and Captain Jack is at last brought to bay. The book is very nicely got up.

(4) An excellent school story which will be enjoyed by all lovers of cricket and football. "Sports" naturally play a large part in the book, since the dormitory flag is the prize for a certain number of successes. Westwood, the bull-dog and his Free Companions are capably drawn. It seems hardly natural for Tempest to have risked so much for the chance of hooking a carp, since he was proud of his position in the school. Having risked it, it was perhaps natural that falsehood should follow to save his credit. However, he pays his debt to Westwood with interest in the frontier fight so well described in the last chapter.

MR. MACKINDER ON GEOGRAPHY TEACHING.

WE have been furnished with rough notes of the address delivered by Mr. Mackinder to the Association of Principals and Lecturers in Training Colleges. They go to the very root of the matter, and we need make no apology for publishing them as they stand.

Every one in the audience has had more experience of teaching in primary schools than the lecturer; therefore he will put before them *ideals*, and leave it to them to determine how far they can be realized.

1. Examination should follow teaching. Therefore everything in the nature of a syllabus is bad. For subjects longest organized, such as classics, we hear very little of syllabuses. Tradition takes their place. For the newer subjects at the Universities the tendency to supersede syllabuses is apparent. The movement for associating internal with external examiners makes in the same direction. The syllabus stereotypes. The evil of hampering the best teachers outweighs the good of screwing up the worst.

2. The amount of geography that can be taught in primary schools is at best very small. Geography is not a hotch-potch of sciences, but a definite study of topography. It answers the two questions "Where?" and "Why there?"

3. Yet it is essential that teachers should know far more than they will be called upon to teach. They must study physiography. But physiography as at present pursued often goes wide of the mark. It should be strictly a preparation for geography proper—*e.g.*, in the South Kensington syllabus, far too much of astronomy. The information given by the teacher must be precise, but he must beware of hampering the imagination of the pupil. Give him, or rather lead him to discover for himself, the few essential scientific facts, such as evaporation and precipitation, without scientific terminology. A kettle, a tumbler, a brook in the country, a filter in the town—all the apparatus needed. Protest against excessiveness of elaborate apparatus. So hard to make sure that the metaphor has not misled.

4. Geographical excursions successfully carried on throughout Germany (*vide* "Education Department Special Reports," Vol. I.). Rousseau's "Emile," no better book for geography teacher, nothing more graphic or inspiring, Pestalozzi and Carl Ritter both drew from it.

5. The great problem for the training colleges was not method, but culture. The teacher must be steeped in his subject and independent of books. He should be able, for instance, to dash off with a few bold lines on the blackboard a map of a country or district, rub it out, and draw half a dozen others in succession, each illustrating some particular phase or feature. The essence of geography was the power of conceiving space relations. The full conception of the unity of knowledge came late, but must be indicated even to the child. It was only the bookish theorist who pigeon-holed all his subjects. *Anschauungsunterricht.*—Take a child to the cross-roads and make it clear to him why the church, the school, the public-house are there, and you will have made it clear why almost all the towns of the world are where they are.

UNIVERSITIES AND SCHOOLS.

LONDON.

THE Statutory Commission has had several meetings. Its office is at Abingdon Street, S.W. A special Committee of the Senate, to confer with it, was appointed last August, consisting of the Vice-Chancellor, Mr. Anstie, Sir J. Fitch, Mr. Milman, Dr. Pye-Smith, Dr. Routh, Mr. Rücker, and Dr. Thorpe. No representative of the external element was placed upon it.

The new Senator, Mr. Fletcher Moulton, has been present at meetings, and has been placed upon the Standing Committees on Laws and on Science.

At the June Matriculation Examination 1,215 candidates were rejected out of 2,242, or 54.2 per cent. English was a rather fatal subject. At Intermediate Arts 57.5 per cent. failed—375 out of 652. Latin was the most dangerous subject. At Intermediate Science the rejections were 181 out of 359, or 50.4 per cent. Biology was responsible for most failures (107, or 29.8 per cent.). At Preliminary Scientific, Entire Examination, 68 failed out of 135, giving the same percentage as the last examination.

Two examiners in Celtic have been appointed for the D.Lit.—a new subject.

A proposed change in classifying candidates at the M.A. in Classics is under consideration. It is to be hoped the classification in order of merit will be adhered to, even if classes are adopted.

The scholarship of £40 for two years in Chemistry at Intermediate Science has been awarded twice over, owing to lack of care in publishing the first list as being subject to the Senate's approval which is to be done in future.

UNIVERSITY COLLEGE, LONDON.

The session was inaugurated by two very brilliant and noteworthy lectures, in the Faculty of Medicine, by Dr. Sidney Spokes, on "Vaccination"; in the Faculties of Arts, Laws, and Science, by Prof. Sully, on "Philosophy and Modern Culture." The entry in the Faculty of Medicine fell short of last year's by two, but in the other Faculties the entry was very large. Prof. Carey Foster's place in the Physics Department has been taken by Prof. H. L. Callendar, but Prof. Foster is still to be seen about the college, and has just been presented with a handsome gift by past and present students of his department. Prof. Robert Priebsch entered very heartily into the work of reorganizing the German Department, and with conspicuous success in the short period of a term. The two new departments have got to work satisfactorily, viz., that of Municipal Engineering, under Prof. Osbert Chadwick, and that of Experimental Psychology, under Mr. E. T. Dixon.

At the beginning of the term the Union Society presented a very satisfactory report and balance sheet, showing a sufficient balance on the ordinary account and a slight deficit on the athletic ground account; the Football Clubs have been active and have found the ground at Acton quite satisfactory. The Medical Society held its annual public night and dinner with great *éclat* and the Literary Society had a patriotic evening led by Mr. Wyatt, of Navy League fame. The Women's Union has a very large number of members, and is getting its organization more complete.

The term had hardly opened when the health of the Secretary, Mr. Horsburgh, made it necessary for him to obtain six months' leave of absence. At the invitation of the Council his work was undertaken by Dr. Gregory Foster.

The Council and Senate have been very busy over the University question and with results as important as they are satisfactory. The view has been rapidly gaining ground that no mere federation of institutions will solve the University question in London. The alternative is for the colleges and medical schools to place themselves under the direct control of the University from its inauguration.

The Council have led the way in this direction by offering to place the buildings, lands, and endowments under the direct control of the University Senate that will be created by the Statutory Commission. It is to be hoped that other institutions will follow suit.

There have been strange rumours about the intentions of the Government in regard to the new University: we can only hope that the Government will abstain from tying the hands of the new Senate by taking action at present. The present Senate has no right to say anything about the plans for the University under the new conditions. This is, we understand, the view of the Council in regard to the South Kensington scheme.

The College loses this term its veteran Professor, Dr. Marks; his place will be taken by the well known Hebrew and Oriental scholar Dr. S. Shechter. The new Professor of Italian, Mr. A. J. Baber, begins work next term with an attractive syllabus. Mr. Moore has been elected Professor of Physiology at Yale (U.S.A.); his place as

Sharpey Scholar will be taken by Mr. Swale Vincent. Dr. Walker has gone to Montreal as Professor of Chemistry, and is replaced in the Chemical Laboratory by Mr. E. C. C. Baly. The new West Scholar in English is Mr. Tressler; the Joseph Hume Scholar in Political Economy is Mr. A. T. Shearman; and the David Salomons Scholar is Mr. H. J. Tomlinson. Mr. S. Coles has been elected to a natural history scholarship at Trinity, Cambridge, and the Misses Froud and Robertson to similar scholarships at Newnham.

Former students who have not placed their names on the new register should apply for registration forms at once. Next term begins on January 10; the special arrangements for the month are to be found in the *Calendar*.

CAMBRIDGE.

The Vice-Chancellor, who has ventured on not a few salutary innovations during his term of office, set the seal to the new comity between town and gown by giving a banquet on December 3 to the Mayor and Corporation, in the hall of his college. The gain to the town which has followed the appointment of University members to the Borough Council was heartily acknowledged by the Mayor; and it was admitted on all hands that not even the uproarious proceedings of the gowmsmen on the evening of the Sirdar's visit could disturb the harmonious understanding which had been arrived at. None the less, the Vice-Chancellor stated emphatically that the "blazing indiscretions" of that memorable night must not be repeated. "The University could stop them, and the University would." How, remains to be seen. Meanwhile a subscription has been opened at the Union to enable repentant undergraduates to do something by way of compensation to the owners of the purloined shutters and fences which went to feed the monster bonfire.

Under a new statute, the Judges of the High Court are, with Bishops and Heads of Colleges, entitled to be admitted to complete degrees *honoris causa*, on the payment of double fees. The first judge to claim the privilege is Sir John Gorell Barnes, Honorary Fellow of Peterhouse, who was admitted to the full LL.D. degree on December 7. The Public Orator frankly informed the Senate that the degree conferred on Mr. Justice Barnes "non modo ipsi laudi et honori est, sed etiam Academiæ aliquatenus lucro et emolumento."

The recent changes in the regulations for the Previous Examination in regard to men have necessitated corresponding changes respecting women students. It is now proposed that women who have been admitted as members of Newnham and Girton, though they have not actually commenced residence, shall be eligible as candidates for the Previous Examination.

The new Professorship of Ancient History is announced to be vacant, and an election will be held on January 21. The electors are the Vice-Chancellor, Dr. Sidgwick, Dr. A. W. Ward, Lord Acton, Dr. Jebb, Professor Pelham, of Oxford, Dr. Walter Leaf, Mr. James Bryce, and Dr. Sandys.

The discussion of the Classical Tripos proposals has brought out a characteristic fly-sheet from Dr. Sidgwick. It contains what the Master of Trinity described as the "Thucydidean sentence": "I have serious doubts as to the educational value, for most men, of a second-hand study of dead philosophies imperfectly understood." This is a hard saying for those who think the cure for Cambridge defects is to be found in the assimilation of the Tripos to the Oxford "Greats."

The Chancellor has transmitted a communication from the Head-masters' Conference, complaining of the time at which entrance scholarship examinations are held at Oxford and Cambridge. They come too early in the school year, and they are too concentrated as to time. The Cambridge tutors reply that they are willing, and even anxious, to postpone the competitions so as to keep at least the Michaelmas Term clear of them; but Oxford blocks the way. It is understood that Balliol declines to budge, the other colleges at Oxford decline to give precedence to Balliol, and so Cambridge is obliged in self-defence to keep its place. Could not the Duke of Devonshire and the Marquis of Salisbury talk the matter over and settle it in the longish intervals between meetings of the Cabinet? Meanwhile, there is a note of grievance in the Cambridge tutors' answer: they evidently think that the communication of the Conference has been sent to the wrong address.

The discussion of the Library Syndicate's proposals for extension and reorganization was lively and instructive. The over-representation of "library amateurs" on the staff, the slowness of the re-cataloguing, the unintelligible system of classification, and so on, were all animadverted on with insistence. Generally speaking, the debate brought to expression a good deal of dissatisfaction with the existing management, and the Syndicate now know more of what is in the mind of the Senate than they were aware of when they drafted their report. Let us hope that something practical in the way of reform will come out of all the plain speaking that was indulged in.

The Financial Board report that, to carry out the building schemes now urgently pressed on the Senate, a loan of £25,000 may have to be raised, and provision made for an annual charge of £5,340 for interest

and maintenance. As the University has not been successful in begging, the only legitimate alternative lies in borrowing.

The Schools Examination Syndicate examined or inspected in the past year 101 boys' schools and 82 girls' schools, as against 94 and 76 respectively in the preceding year. For the July examination for Higher Certificates there were 2,027 candidates, of whom 1,070 obtained certificates, 308 obtaining distinction in one or more subjects. For Lower Certificates there were 1,000 candidates, of whom 584 were successful.

Mr. F. W. Green, of Jesus College, has been sent with a grant from the Worts Travelling Scholars Fund to assist in the excavations at Hierakonpolis, which, under Prof. Flinders Petrie, have already led to a rich harvest of archaeological discoveries.

On December 21 passed away, to the grief of the University and the incalculable loss of the Medical School, Dr. Alfredo Antunes Kanthack, elected only last year to the Professorship of Pathology. Originally a brilliant graduate of the London University, he was adopted as a fellow-commoner by St. John's on his appointment to the Lucas Walker Studentship. He made many able contributions to his science, was appointed a Leprosy Commissioner to India, returned to London to take up the work of Prof. Klein at St. Bartholomew's, and, when Prof. Roy was incapacitated, carried on as his deputy the work of the pathological department in Cambridge. His election to the Chair on Prof. Roy's death was inevitable, and he had already done much to realize his high ideal of scientific efficiency when he was struck down by a mysterious and fatal illness last October, shortly after his election to a fellowship at King's College. His bright nervous temperament, his unflagging zeal for his work, and his power of inspiring men with his own enthusiasm for research seemed to mark him out for high eminence in his own field. His untimely death is spoken of as a calamity, and has profoundly saddened the Christmas vacation for all who knew him.

Mr. A. E. Steinthal has been appointed a governor of the Manchester High School for Girls, and Mr. T. J. Sanderson a governor of the Ramsey Grammar School; the Seatonian Prize for sacred poetry is adjudged once more to the Rev. G. W. Rowntree, of Clare College; the first and second Whewell Scholarships in International Law have gone to St. John's, the new scholars being Mr. J. E. R. de Villiers, Chancellor's Legal Medallist, and Mr. H. M. Adler, a nephew of the Chief Rabbi; the Jeremie Septuagint Prizes are awarded to Mr. C. T. Wood, of Pembroke, and Mr. C. H. Druitt, of Corpus; the Cobden Prize in Political Economy is awarded to Mr. S. J. Chapman, of Trinity; the Crosse Theological Scholarships go to Mr. C. E. Garrod, of Jesus, and Mr. W. Outram, of Pembroke; the Walsingham Medal for Biology is given to Mr. J. Graham Kerr, Fellow of Christ's; Mr. A. C. Hill, of Trinity, being *proxime accessit*, and five others being declared to be of a high order of merit—certainly a satisfactory result of the High Steward's generosity; Mr. A. E. Shipley and Mr. H. S. Cronin have been appointed to represent the University at the centenary celebration of the Imperial Military Academy at St. Petersburg on December 30.

WALES.

The general report of the Central Welsh Intermediate Education Board has just been issued. Eighty-eight schools were inspected during 1898, sixty-eight of which are under the charge of headmasters and twenty under that of headmistresses. The number of pupils on the roll is 6,912, the numbers in 1896 and 1897 being 3,367 and 6,427 respectively. The number 6,912 is made up of 3,641 boys and 3,271 girls. These, for the most part, come from elementary schools and higher-grade schools. No less than 4,969 are accounted for in this way; the remainder come mainly from private schools. There seems to be a distinct improvement in the work done in the schools, especially in language teaching. The introduction of an oral examination has been attended with much benefit. Progress has also been made in regard to school buildings. It is expected that seventy out of the ninety-three schools at work will be accommodated in permanent premises before the end of 1899.

At the annual collegiate meeting of the Court of the University of Wales, held at Aberystwyth, a letter was read from Sir Francis Knollys, intimating the appointment by H.R.H. the Chancellor of the Hon. George Kenyon as Junior Deputy Chancellor. Sir James Hills-Johnes was elected Treasurer in place of Alderman Grove, who had resigned. The Registrar reported the results of the examinations of 1898. The candidates at Matriculation Examinations were 430, an excess over 1897 of 60, while the candidates at the Degree Examinations were 422, an increase of 183. H.R.H. the Chancellor had written expressing his "gratification at the satisfactory progress of the University as regards both the number who qualified with Honours and the standard which had been maintained." On the presentation of the list of successful candidates at the degree examination, the Senior Deputy Chancellor said that both the number of candidates and the results were equally satisfactory. The number who had qualified for degrees this year had been considerably larger than had been anticipated, and although the standard was maintained

at the same height and with the same strictness as the standard of similar honours in the great Universities of England, yet no less than eighteen out of the thirty-seven candidates who had qualified for degrees had obtained Honours, and no less than six had obtained First-Class Honours. This was all the more satisfactory when they considered that really this was the first degree list in the history of the University. The Standing Executive Committee reported having awarded the Gilchrist Studentship for 1898 to Mr. J. R. Dawes, of the Pembroke Dock County School. The Senate recommended that the Fellowship

The Theological Board reported that it had appointed a committee to inquire into the provision made by the leading theological colleges in the United Kingdom, including the theological faculties of the English, Irish, and Scottish Universities, to form some standard of equipment and efficiency which may be applied to the Colleges of Wales, and to ascertain what is the actual state or prospective arrangements in those colleges which desire recognition at the hands of the University.

The Board recommended that the following persons be appointed examiners for the first and second B.D. examinations in 1899:—Professor E. Anwyl, M.A., Aberystwyth, Holy Scripture; Principal Fairbairn, D.D., Oxford, philosophy of religion, philosophical theism, Christian apologetics for first B.D., Christian doctrine for second B.D.; Professor H. M. Gwatkin, M.A., D.D., Cambridge, Church history second B.D.; Principal Reichel, M.A., Bangor, Church history first B.D.; President Ryle, D.D., Cambridge, Hebrew first and second B.D.; Professor J. Rendel Harris, D.D., Cambridge, Greek. The report was adopted.

The Court resolved to hold its next annual extra-collegiate meeting in April at Swansea.

SCOTLAND.

ASSOCIATION OF TEACHERS IN THE SECONDARY SCHOOLS OF SCOTLAND.

[By a resolution of the Association, at the Annual Meeting on November 23, 1895, the "Journal of Education" was adopted as the medium of communication among members of the Association.]

The General Annual Meeting was held in the Royal High School, Edinburgh, on November 26. Mr. Maybin, the President, delivered his retiring address, in which he detailed the history of secondary education in Scotland during recent years. In particular he traced the disastrous results on various schools in different localities in Scotland due to the many conflicting bodies administering secondary education grants. He animadverted strongly on the policy of allowing the County Committees to originate schemes for the education of the various counties. This had led directly and immediately to loss of pupils, loss of revenue, dismissal of teachers, and general chaos. That this should be the result of distributing a grant of £60,000 among secondary schools seemed an anomaly, but so it was. The conditions imposed on those schools which accepted the grant were such as to annul any benefit they might be expected to receive, and even further to make the last condition of the schools worse than the first. Nothing but legislation could now put matters right. The whole of secondary education ought to be under an Advisory Council, on which secondary teachers ought to be represented. The Education Department ought to originate all schemes after consulting this Advisory Council, and leave only the administration to County Councils. The address was warmly received, and it was proposed that it should be printed and widely circulated. We propose next month to give extracts.

Mr. W. T. Macdonald, Daniel Stewart's College, Edinburgh, was elected President, and Herr Hein, Girls' High School, Aberdeen, as Vice-President. Mr. G. Duthie and Mr. Dalziel Maclean were continued in the offices of Secretary and Treasurer. The Secretary reported that the membership kept up to the same high level as last year, and the Treasurer's report showed a higher balance than on any previous occasion.

The following resolutions were passed, the first two unanimously, and the last against the votes of the proposer and seconder of the previous question:—(1) "That, in view of the confusion, financial and administrative, which marks the condition of higher education in this country at present, legislation of a systematic and thorough-going kind is required to organize secondary and technical education in Scotland." (2) "With a view to such organization, it is suggested that the constitution and functions, as well of Central as of Local Authorities, should be clearly and definitely settled by Parliament; and that, as an element of the central administration, an Educational Council should be formed, with consultative and advisory powers, on which body teachers in secondary and technical schools should be represented." (3) "That, while accepting in principle the recent action of the Department as regards the promotion of science education in secondary schools, the Association earnestly urge the desirability of similar measures for the promotion of literary and commercial education."

A number of resolutions were also submitted from the Committee which was specially appointed to gather the opinions of teachers in Scotland on the Leaving Certificate and other Examinations. Among

other things, these resolutions noted with satisfaction that the principle of Group Leaving Certificates was admitted in the recent departmental circular on higher-grade science schools, and that supervision of secondary schools by inspectors set apart for the work was suggested by Sir Henry Craik in his last report.

Several members spoke on the resolution that the names of examiners in the Leaving Certificate Examination be published, and that a similar system of indicating candidates as holds in the case of the Science and Art Examination—viz., by an index number only—should be instituted. It was shown that the results of the examination were far from satisfactory; that candidates who passed in one school could not pass, and were not fit to pass, when transferred to another school. The general opinion was that the Department ought to put itself in such a position as to free it from all suspicion either of examining too hurriedly or of allowing different standards to hold in different localities. The various examinations were passed under review *serialim*, and minor changes were advocated. The French and German papers were, however, pronounced to be altogether unsatisfactory.

ABERDEEN BRANCH.

At a meeting held on December 17, in conjunction with the local Branch of the Educational Institute of Scotland, the chair being occupied by Prof. Trail, Mr. C. S. Terry, Lecturer on History in Aberdeen University, gave an address, entitled "A Plea for a Revived Study of History." In a vigorous paper, full of convincing arguments, Mr. Terry discussed the subject in a way that aroused both the sympathy and the interest of a large and representative audience. Marshalling at the outset a strong array of statistics from recent Blue-books, Mr. Terry brought into clear relief the indubitable fact of a very widespread decadence of history teaching in the primary schools of Scotland. It was next pointed out that, although in secondary schools matters were not so bad, yet even in them the encouragement given to history, by the position assigned to it in the Leaving Certificate and University Preliminary Examinations, was not such as to secure for it a full, rational, and methodical treatment in the classes preparing for these examinations. Comment was made upon the anomalous fact that, concurrently with the wane of history teaching in the schools of the country, there existed in the Universities a growing tendency to recognize its value, evidenced by the foundation of lectureships or professorships in history in St. Andrews, Aberdeen, Glasgow, and Edinburgh. Mr. Terry concluded his paper with some practical suggestions for the encouragement and development of history teaching.

A discussion, in which Prof. Grierson, Rev. A. Webster, and Mrs. Skea took part, followed the reading of the paper; and, on the motion of Mr. William Murison, English master, Grammar School, seconded by Mr. J. C. Anderson, Ferryhill Public School, it was resolved that: "In view of the scant encouragement at present offered to the study of history in the elementary and secondary schools of Scotland, it is desirable that occasion be taken to prevent its elimination as a class subject from the Elementary Code, and to give it a more prominent place in the Leaving Certificate and University Preliminary Examinations."

On the motion of Prof. Paterson, a very hearty vote of thanks was accorded to Mr. Terry.

RESULTS OF THE SCOTTISH UNIVERSITY COMMISSION.

It is now a year since the powers of the Scottish Universities' Commissioners (appointed by the Act of 1889) expired. Almost all their work had some time before been finished, and they were only kept "an unconscionable time in dying" because of the attempts of Lord Bute and his partisans to upset some of the ordinances relating to St. Andrews. Most of the new ordinances have now been in force for some time, and, although it is reasonable that the University system of Scotland, as now remodelled, should be fairly tried before any important alteration is proposed as an immediate and practical measure, it is not unreasonable that the work of criticism should begin, and that we should consider how far the changes introduced by the Act of 1889 and by the Commissioners are beneficial, and what reforms seem most desirable for, let us say, the day after to-morrow.

In the first place, an alteration has been made in the constitution of the Universities of greater importance than may at first have been realized. The power of initiating new measures and of regulating finance, as well as a large amount of patronage, now rests with the University Courts, which under the Act of 1858 were little more than courts of appeal from the Senates. The *personnel* of the Court thus comes to be of more vital importance than it was before. It was only fitting that in the case of Edinburgh University, which in its origin was the "Town's College," the Town Council should retain special representation. It may be generally assumed that the Lord Provosts of Glasgow, and also of Aberdeen and Dundee, are likely to be prominent citizens and men of administrative experience, whose presence on an academic governing body may make a useful link between "town and gown"; but it was surely a false analogy which led Parliament by a hasty vote to put the Provost of St. Andrews into the Court of that University. The provost of a small town may or may not be in his

own person a useful addition; but, in any case, it is better that a University should not be disturbed by village politics and village politicians. The late Mark Pattison complained of the pressure of University business, which turned scholars into "fussy town councillors." What would he have said of a constitution which pitchforked town councillors into the Heldomadal Council? False analogies are a fruitful source of practical, as well as of theoretical, mischief. The General Councils of the Universities send representatives to the University Courts—very properly; but, if a General Council happens to contain a majority of "graduates" who have never been students (e.g., the notorious M.D.'s of St. Andrews), the assessors elected by it may chance to be very unacademic persons. The election of the Rector by the matriculated students is a quaint antiquarian survival or revival. For those who wish to see its historical origin, it is not written in Mr. Rashdall's account of the University of Bologna! (See his "Universities of Europe in the Middle Ages.") As a rule the student elects some person distinguished in politics or literature, who gives an interesting inaugural address and then departs. When a Rector, however, chooses to attend every meeting of the now powerful Court, he is capable of doing great good or great evil, and there are then serious drawbacks to his election by the matriculated students; for it must be remembered that every one who takes a matriculation ticket and one class ticket is a matriculated student for voting purposes. Any man, woman, or child who pays £4. 4s., or has it paid for him, her, or it, as the case may be, has a voice in determining the destinies of a University. There are potentialities here of some queer developments. It must be noted also that the University Courts have now the patronage of a good many professorial chairs and appoint all the lecturers. Complaints have recently been made of the composition of some of the electoral boards of the University of Oxford. What, however, is to be thought of a professor being elected by a bare majority of eight against seven, the minority containing all the members possessed of any academic status or experience, and the majority containing perhaps only two who have even gone through a pass curriculum in any University? Such things are not impossible in Scotland—at least, in one University. If the new University Courts are wisely to exercise their extended powers, either some change should be made to ensure an increased representation of the really academic element, or they must acquire a habit of paying more deference to the opinion of experts with regard to the qualifications of candidates and the wise use of University funds. In the old days, when the incomes of professors were mainly derived from students' fees, professors had too strong a personal bias inducing them to oppose any widening of the curriculum; and on several occasions even the Town Council of Edinburgh, under enlightened provosts, adopted a policy of expansion, when the conservatism of the professoriate opposed the innovation. But the institution of the common fee-fund, one of the wisest of the recent reforms, has altered all that. No professor, under the new regulations, has any material inducement to oppose any change which is likely to promote the general efficiency and prosperity of the University. It seems a pity that purely academic influence should have been diminished at the very time when it has been placed above the suspicion of self-interest.

There lies before me a rare pamphlet, which I recommend to the research of all lovers of curious literature. It is entitled: "On Creation: Man's Place in Creation: His Development and Education, from a Science Point of View, with Remarks on Science Teaching and the M.A. Degree." (Reprinted from the *British Medical Journal*, November, 1882.) In that work the author, Dr. Pettigrew, wrote: "If the Master of Arts of the Scottish Universities was opened up—and I am sanguine it will be at no very distant date." As the same writer had said before that: "To know man, we must anatomize him." The hypothesis and the hope might seem less sanguine than sanguinary. But the recent Commission has certainly opened up, not our unfortunate M.A.'s, but new avenues to the M.A. degree. The curriculum is greatly enlarged—in theory—from the old rigid, medieval-seeming, but, by no means, medieval, list of seven fixed subjects; and the student who takes honours in a special group is relieved from some, but (wisely) not from all, the pass subjects. Many of the Arts subjects now recognized are, however, still unprovided for, or inadequately staffed and equipped. Only Edinburgh University has, even potentially, anything like a complete curriculum to offer its students. People in Scotland are so much in the habit of priding themselves on what John Knox did for primary education that they are apt to forget what he wished to do, and failed to do, for secondary education; and they are so full of the reputation which the Scottish Universities rightly acquired, especially in respect of philosophical studies—and, in the case of Edinburgh, in medicine—at a time when the English Universities were closed to Dissenters, and untouched by the influence of Germany, that they are unaware how far higher education has lagged behind in Scotland. In comparison with what is now done for it elsewhere, the recent Civil Service Examinations show some striking results. Of 94 selected candidates, Oxford supplied 47, Cambridge 26, the Irish Universities 4, the Scottish Universities 4; and of these 4 only 1 came direct from a Scottish University (Glasgow), 2 having studied at Oxford as well as at Edinburgh, and 1 at Cambridge as well as at

St. Andrews. The thorough working of the tutorial system at Oxford, and its almost complete absence in the under-staffed Scottish Universities, accounts for a good deal in these figures. But what is noticeable is that the successful candidates obtained their marks mainly in such subjects as Latin and Greek, Ancient History, General Modern History, and Political Science—*i.e.*, in the humanist and historical studies. This is quite as it should be (*pace* Mr. Herbert Spencer); for the Civil Servants, who carry on the work of the Empire, have to deal with human beings, and not with mathematical formulæ or with molluscs and fossil fish. But these human sciences are just those in which the Scottish Universities are least well equipped. Even Edinburgh, which alone can provide anything like a complete course of study in history and economic science, gives no recognition to ancient history as a separate subject of study. If we turn to philosophy, in which Scotland used to be *relatively* in advance of England, we find that Aberdeen alone has as yet given separate recognition to psychology. The recent ordinances make it possible to try experiments. Lectureships for short periods can be instituted. It is to be hoped that in this way the Arts and Science courses may gradually be widened, and that, when a lectureship has proved itself successful, endowments for permanent professorships may from time to time be furnished by wealthy benefactors, who will have seen beforehand that their money will go to meet a real want of the country.

Draft ordinances to found Chairs of Anatomy and Physiology in St. Andrews were disapproved by the Senatus (by 18 votes to 4) and approved by the General Council (by 52 votes to 34). The Court, meeting under the new Rector (Mr. James Stuart), decided to postpone further action, with regard to these ordinances, till the Boards of Studies had sent in reports as to the requirements of their respective departments.

Prof. Prothero's appointment to the Editorship of the *Quarterly Review* will make a vacancy in the Chair of Modern History in Edinburgh.

Recent statistics respecting the Preliminary Examinations show how very largely Leaving Certificates are in use as the qualification for admission to the Universities.

IRELAND.

The Catholic University question has been prominent of late. In a large number of places it is being made a test question with candidates for the new local Councils. Although politics have nothing to do with these Councils, and it is regrettable that party and religious differences should be introduced, it is scarcely to be hoped that the first choice of candidates will be made on other lines. The Nationalist members are generally approved by the local clergy, and it is probably through their influence that the University question has been brought forward.

A perhaps justifiable indignation is felt among the Bishops and other warm advocates at the attitude taken up by the Government on the subject. They have continually brought it forward and expressed approval of it, and they have received large support from multitudes belonging to various parties, and from the Press. Indeed, it may be said that it is almost entirely the support given by prominent members of the Government that has raised the question to its present importance. Yet, after thus raising hopes to the utmost, they have recently taken up the position that, without increased support, or the withdrawal of the Orange and Nonconformist opposition, they cannot undertake to deal with Irish University education. That any Government would ever have a better opportunity of attempting a settlement of the question is very doubtful.

The position of Ministers at present appears to be that they are pleasing neither friends nor foes of the proposed new University scheme, and they are in danger of incurring the odium of breaking pledges and disappointing hopes created by themselves. Lord Emly's conversion to Home Rule, on account of his dissatisfaction with the Government in regard to the financial relations and University questions, is but one instance of a very widespread feeling. A Conference will be held this month in Dublin to determine what action shall be taken in the House in carrying on the agitation.

The Intermediate Commission have issued a second set of query-sheets to be filled up by heads of schools. In these is to be given information concerning the after-careers of pupils who have passed the Intermediate Examinations. The sheets are to be sent in early this month. It is doubtful if much information of value will be obtained in this way. It is chiefly the brilliant pupils, who have won public appointments or distinguished themselves in after-life, that schoolmasters know anything about, and it will be information of this kind the Commission will receive. But the issuing of such queries shows a praiseworthy desire to investigate the practical effects of the Intermediate system, and to ascertain what kind of men and women it produces.

Every day fresh evidence is forthcoming of the consensus of opinion among those who are best able to judge as to the defects of the system. Dr. Dick, the head of Foyle College, condemned the system strongly at the distribution of prizes held at the College just before Christmas, and was supported by several prominent men who were present. Monsignor Molloy has published an able pamphlet, giving his views. He trenchantly sums up the defects that nearly all critics have noticed

in the system, and advocates the abolition of the present examinations and results-fees, substituting for them endowment on the test of inspection with certain restricted examinations for bursaries giving free education, and for diplomas on leaving school. The most valuable part of the pamphlet is to be found in the suggestions for gradually carrying out the changes. The present examinations are to be maintained for some time, somewhat altered, and with results-fees considerably reduced; while, at the same time, inspection is to be established for any school which is willing to adopt it. Dr. Molloy's pamphlet is full of valuable suggestions, and it is of importance, not only from the high position in education of the author, but also because it may be taken as a very hopeful and satisfactory statement of the best Catholic opinion.

Things are in a serious state in the great organization of the National Teachers. There is much difference of opinion, not only amongst the whole body of teachers, but even amongst the members of the Central Committee, on vital points. These points are chiefly the taking of legal action to ascertain the right of the Government to enforce the new pension scheme, and the attitude of the teachers on the managerial question. We can hardly wonder at the less vigorous of the teachers becoming weary of the long and costly struggle with the Government, which has so far produced little result. As regards the managerial question, too, every teacher in Ireland is wholly at the mercy of the clerical managers and the bishops, and may well dread drawing down on his head the wrath and antagonism of the Church. Nevertheless, on both questions, the cause of the teachers is absolutely just, and they are supported by the entire lay opinion of the country. It is deeply to be regretted that they should not maintain firmness and unity at all costs. However hard the struggle, they are certain to win at last. To yield now to injustice and tyranny is to lose the fruits of all past efforts, and to invite still worse treatment in the future.

One of the two great Irish Methodist schools, Wesley College, Dublin, has had a real loss in the death of its Principal, Mr. S. Hollingsworth. Mr. Hollingsworth became head not many years ago, and the school has rapidly improved under his management.

The Presbyterian body about four years ago established a large school, St. Andrew's College, in Stephen's Green, Dublin, under the direction of Mr. Haslett, a young North of Ireland man of high academical distinction. The school has made extraordinary progress; it now has 260 pupils, and is extending its work and its school buildings every year.

Alexandra College, which, with Alexandra School, steadily progresses in its great educational work for Irishwomen, has begun extensive enlargements to provide additional class-rooms, a larger hall, and more accommodation in the chief residence house. £7,000 will be required, and it is hoped that the public interested in women's education will contribute towards the expense. This we may hope for, seeing the valuable work the college is doing, and that Ireland, so far, possesses no Girtton or Somerville Hall. Except for some small private benefactions, the Alexandra College is unendowed and self-supporting.

SCHOOLS.

BERKHAMSTED GIRLS' GRAMMAR SCHOOL.—The annual speech day took place on Wednesday, December 14, when Mrs. Humphry Ward distributed the prizes and addressed a few words to the girls, enjoining upon them the necessity of so using their present opportunities as to gain the tools which would be invaluable to them in after life. Other speakers pointed out that all the candidates entered for examinations had passed, and that certificates had been gained in the Cambridge Higher Local, the Oxford and Cambridge Joint Board, the Oxford Senior and Junior, and the R.A.M. and R.C.M. Associated Board Examinations. In view of the steady growth of numbers, a scheme for new buildings is in contemplation.

CAMBRIDGE TRAINING COLLEGE FOR WOMEN TEACHERS.—The Council of this College have just awarded entrance scholarships to Miss W. James, B.A., of Aberystwyth College; Miss Brown (Medieva and Modern Languages Tripos, Cambridge University), of Newnham College; and Miss Le Breton, B.A., Royal University of Ireland.

CHELTONHAM LADIES' COLLEGE.—The following candidates passed the University of London B.A.:—Division I.: Ethel Gregory, Mary Schröder Prior; Division II.: Dorothy Caroline Dunbury, Violet Constance Gask, Mildred Ellen Goslin, Ann Hill Reynolds, Mabel Frederica Stroud. B.Sc., Division II.: Mary Bell.

CLAPHAM MODERN SCHOOL.—During the past year the following successes have been gained:—Cambridge Higher Local: F. Meadert passed in Group C, and M. Unwin in Group A. In the last London Matriculation Examination, Q. Wallis was placed in Division I. In the Oxford Senior, A. Dicker and A. Jones passed, the latter obtaining Distinction in Drawing. The Old Girls' Society gave its annual tea and entertainment to poor women on December 8. The programme included "The Sleigh Ride," a concerted musical sketch, and the extravaganza "Red Riding Hood."

COUNTY GIRLS' SCHOOL, LLANDOVERY.—The third annual entertainment of this school was held in the Drill Hall, Llandoverly, on December 1, and the prizes were distributed by Sir James Hills-Johnes, V.C., G.C.B. The pupils acted a play founded on a well known local legend, "The White Lady of the Van Lakes," dramatized by Dr. Bertha Skeat, second mistress. The scenery represented sunset on the

Van Mountains, with the magic lake in the foreground. The story tells how the White Lady is wedded to a young farmer, on condition that he shall never strike her thrice without a cause. He forgets the agreement, and, on the third occasion of his striking her, she disappears into the lake once more. The interludes were chiefly taken from Kingsley's "Water-Babies," and included the scene in the Isle of Tomtoddis, introducing a song, "Hush! the Examiner's Coming—O Give us Plenty of Facts," also the scene where Mrs. Bedonebyas-youidid enters to reward the good water-babies and punish the naughty ones, followed by the song "Oh! be done by, be done by, as you did!" The skipping rope drill of the water nymphs and the rustic games of the village maidens aroused the interest and amusement of the spectators. The final tableau, representing a scene under the lake, afforded an exquisite scheme of colour. The central figure was Llewelyn, lying dead on a bier, in front of which the little water-babies in their pink dresses were sitting on the ground in despondent attitudes. The White Lady, raising her veil with uplifted arms, gazed sorrowfully on his face, while in the background stood the stern, white-robed Water King, with the nymphs on each side of him, attired in sea-green muslin, their flowing hair wreathed with water-lilies. A red light thrown upon the figures gave a weird and beautiful effect. In another interval the choruses of nymphs and water-babies together sang selections from Matthew Arnold's "Forsaken Merman," the music being specially composed by the authoress of the play, who also composed the words and music of the water-babies' songs.

HAILEYBURY COLLEGE.—After an examination held on November 29, December 1 and 2, the scholarships were awarded as follows:—Senior: R. B. Yielding, C. H. Dinham, G. H. T. Mackintosh (Modern Side). Junior (under fourteen): H. C. Gordon (Rev. C. T. Wickham, Winchester), E. A. Harvey (Mr. C. R. Draper, Hayward's Heath), E. C. Engelbach (Modern Side, Mr. E. M. Hawtreay, Westgate-on-Sea), H. M. Irwin (Mr. A. M. W. Wilkinson, Eastbourne), J. De G. Delmege (Mr. H. E. Caldecott, Southsea). Junior (under thirteen): E. W. P. Birch (Mr. L. M. Wallick, Cheltenham), C. E. Woodhouse (Modern Side, Mr. A. Harvey Trollope, St. Albans). R. M. Graves has gained a demysip, and F. B. Welch has been elected to the Craven Fellowship, at Magdalen College, Oxford. The staff is suffering a great loss in the departure of the Rev. J. L. Dove at the end of this term. His inspiring influence and untiring zeal for everything that promoted the good of the school have made him appear indispensable to us. To him are due in a great measure the founding, promotion, and high efficiency of our rifle corps, in which he held the rank of hon. captain. His destination is New Zealand, there to assist Bishop Wallis in organizing the see of Wellington. We are also losing our resident medical officer, Dr. H. Savory, who has done good work for the last seven years. Mr. P. H. Latham is taking Mr. Dove's place as one of the staff of the Modern Side, C. J. Reid (O.H.) succeeds Mr. Latham, and A. Trethewy (O.H.) becomes resident doctor. A series of excellent musical entertainments and lectures have been held during the term. From among them may be selected, as the most interesting and amusing, that given by Mr. Arthur Diösy, on the "New Far East." The school were delighted with it. The usual Christmas pastimes were given on the last night of term—on this occasion a clever and entertaining operetta, "Insularius," written and composed by Mr. G. H. Sunderland Lewis, which met with deserved applause.

PORTSMOUTH HIGH SCHOOL.—An entertainment, consisting of *tableaux vivants* and of vocal and instrumental music, was given by members of the Old Girls' Guild on Thursday, December 1, in the school hall, on behalf of a local fund for providing free ragged-school dinners throughout the winter. Miss Ledger and most of the assistant-mistresses were present, and a large gathering of past and present pupils with their friends. The *tableaux* were really beautiful, and reflected the greatest credit on the organizers; many of the songs, too, and a violin solo, were enthusiastically encored. The amount realized by the sale of tickets was £12. 4s., and, after deducting the necessary expenses, the sum of £9 was handed over to the fund.

ROSSALL.—The examination will be held at the end of March. English Verse, L. H. Draper. Latin Elegiacs, Carter Divinity Prize, H. Fyson. R. J. Shirt, Classical Scholarship, Pembroke College, Cambridge; R. W. Bates, Classical Exhibition, Pembroke College, Cambridge; H. Fyson, Classical Scholarship, Jesus College, Cambridge; T. Richardson, History Exhibition, Clare College, Cambridge. The annual Singing Competitions took place on December 19. The House Cup was won by Christie; the prize for trebles and altos by E. Parker; for tenors and bases by C. Woodman and E. H. Huson. Christmas holidays began December 20; end January 26.

SHEFFIELD, THE ROYAL GRAMMAR SCHOOL.—At the Christmas prize-giving the following successes during the year of present and past pupils were announced:—Norwood and Glauert hold the Town Trustees Scholarship, the School-leaving Scholarship for the Universities (£50 for each year). They are also eligible for the Akroyd Scholarship, limited to endowed schools in Yorkshire (£50 for three years). A. E. Barnes, First Division Matriculation, London University; the Entrance Scholarship of the Medical School, Sheffield University College, value £110. B. I. Dalton, scholarship of £80 a year at Rugby School.

(Continued on page 52.)

THE TIMES ATLAS.

NEW EDITION.

In accordance with the policy previously announced, THE TIMES ATLAS has been carefully kept up to date in every respect. The constant advance in exploration, and the frequent changes resulting from political development, have made this task an exceedingly heavy one; but it has, nevertheless, been carried out with exceptional thoroughness. In the new edition of the ATLAS which is now issued from THE TIMES Office, many recent alterations and additions have been made, to which special attention is directed.

I.—NEW MAP.

A new full-page map of New Zealand, with an inset map of TASMANIA, has been added to the ATLAS, making a total of 118 pp. A special Index to the new map follows the last page of the General Index.

II.—GENERAL ADDITIONS AND ALTERATIONS.

Many important additions have been made in the ATLAS. The following maps have been added to, and, where necessary, corrected:—

3, 4. Western and Eastern Hemispheres.	77, 78. Central Asia and India.
Northern and Southern Hemispheres.	79, 80. India (North).
7, 8. The British Empire, showing the Commercial Routes of the World and Ocean Currents.	82. Burma and the Malay Peninsula.
9. Religions of the World.	83. Afghanistan and Baluchistan.
11, 12. North Polar Regions.	84. Siam, and the Malay Archipelago.
13, 14. Europe. (General Map.)	85. China and Japan.
21, 22. Scotland.	87, 88. North America.
24. Ethnographic Map of Europe.	89, 90. British North America.
47, 48. Austria-Hungary. (General Map.)	91. Canada, Eastern.
49, 50. The Austrian Alps.	92. Canada, Western.
53, 54. Switzerland.	93, 94. United States. (General Map.)
55. General Map of the Alps.	95. United States, Western.
56. Sicily and Sardinia.	97. Central America and West Indies.
61, 62. Italy. (General Map.)	101, 102. Africa. (General Map.)
63. Italy (North).	104. South Africa.
65. Southern Scandinavia.	105, 106. Africa, North-East.
66. Norway and Sweden.	107, 108. Africa, North-West.
67, 68. European Russia.	109, 110. Africa, South of the Equator.
69, 70. The Balkan Peninsula.	111. West Africa. (Colonial Map.)
73, 74. Asia [The Eurasian Continent]. (General Map.)	113. Polynesian Groups.
Index pp 1-112	— South Polar Regions.
	114. New Guinea and the Papuan Archipelago.
	115, 116. Australia and New Zealand.

Various minor additions have been made in the remaining maps.

III.—SPECIAL ALTERATIONS AND ADDITIONS.

Large additions in matters of detail have been made in the map of the Austrian Alps, pp. 49-50, and also in Switzerland, pp. 53-54.

The map of Asia, pp. 73-74, has been carefully revised according to the latest information.

All maps containing the Malay Peninsula have been corrected to show the re-adjusted boundaries of Siam, and to indicate the districts affected by the recent Treaty between England and France.

The NEW TREATY PORTS and the recent Japanese annexations are shown on the map of China.

The maps of North America and Canada have been carefully revised. KLONDYKE and DAWSON CITY, two places of great interest just now, have been inserted.

The African maps have received the revision necessitated by recent exploration, colonization, and political re-adjustment.

Although the expense of making these corrections has been exceedingly heavy, and although the Map of New Zealand and Tasmania constitutes a permanent addition to the Atlas, the Volume will be obtainable at the usual prices, viz. :—

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CAMBRIDGE LOCAL EXAMINATIONS, 1899.

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SHREWSBURY HIGH SCHOOL.—The annual prize-giving took place in the afternoon of Monday, November 28, in the large hall of the school. Sir Douglas Galton, member of the Council, presided. Lady Galton was, unfortunately, prevented by illness from being present; but Mrs. Corbet, her niece, kindly filled her place, and gave away the prizes. Before Sir Douglas Galton's speech, Miss Gavin read a report on the work and progress of the school during the past year. The speeches were interspersed with songs by the girls, the kindergarten children winning great applause by their song. The Company's Scholarship was awarded to Elsie Harman on the results of the school examination by the Oxford and Cambridge Board. Three £20 and two £10 scholarships, given by the Shropshire County Council, were gained in July, while eight other girls obtained qualifying marks and received certificates. O. Ealim obtained a Higher Certificate, and E. Bowdler, G. Bowdler, and O. Coldwell letters, from the Oxford and Cambridge Joint Board. Among the other honours may be mentioned two full drawing certificates from the Royal Drawing Society, and a bronze star for design awarded to E. Bowdler. Four pupils (one in honours) passed the examination of the Associated Board of the Royal Academy of Music and the Royal College. Eleven pass certificates were awarded by the London School of Plain Needlework. Two special prizes were offered this year—one for Latin by Miss Gurney, the other for Scripture by the Right Rev. the Lord Bishop of Shrewsbury, and were gained by J. Eltringham and A. Mansell respectively.

WELLINGTON COLLEGE.—The following have been elected to open scholarships:—R. A. Wellesley (from Mr. Parry, Stoke Poges), N. H. Capron from Messrs. Morton & Vickers, Englefield Green), D. L. Ingpen (from Mr. Lloyd Griffith, Hurst Court), A. H. Kidd (from Messrs. Burton & Osborne, Brighton), A. L. Harrison (from Mr. Hales, Aysgarth), T. C. Newton (Wellington College, late Mr. Chirrol, Dover), R. S. Durnford (from Mr. Radcliffe, East Grinstead), E. B. Williams (from Mr. Row, Richmond), B. C. Reade (from Mr. Allen, East Sheen), J. N. G. Roe, Wellington College.

WESTMINSTER SCHOOL.—This year was the turn for the "Andria," deservedly the most popular in the quadrennial cycle. The Simo of Mr. F. T. Barrington Ward was almost faultless, and the Pamphilus of Mr. A. C. Wood, though unequal, showed even greater dramatic promise. Mr. W. R. Jacob, in Davus, had an easier part; his performance was creditable, though it wanted a spice of devilry. We regret to learn that Dr. Rutherford, by the advice of his doctors, is taking an off-term in Egypt.

WORCESTER HIGH SCHOOL FOR GIRLS.—The annual speech day was Monday, November 14, when the Bishop of Hereford distributed the prizes and certificates, and congratulated the school on the great success of the past year, financially and educationally. The certificates that had been gained were three Higher Certificates and two Letters of the Oxford and Cambridge Joint Board, with three Distinctions; and thirteen Lower Certificates, with thirty-seven First Classes. In the Schools Examination of the R.A.M. and R.C.M., six certificates in the Higher, three in the Lower, and three in the Elementary Division. In the Royal Drawing Society, eighteen Honour and twenty-six Pass Certificates. In the Plain Needlework Association, eleven prizes, eight Honour, and two Pass Certificates. Lord Cobham, as Chairman of the Council, announced that the Company has this year gained the freehold possession of the school buildings and of the garden and playing field adjoining it, and is also able to declare a dividend of 3 per cent.; also that two scholarships had been given to the school: one of £40 a year, tenable at St. Hugh's Hall, Oxford, and another of £30, tenable in the school.

PRIZE COMPETITIONS.

The Translation Prize for December is awarded to "Aglee."

The winner of the Translation Prize for November is Miss G. Masson, 36 Corniston Drive, Morningside, Edinburgh.

The winner of the Extra Prize for November is W. Muir, Esq., Buccleugh Street, Glasgow.

MAILED.

Der Schnee zerrinnt,
Der Mai beginnt,
Die Blüten keimen
Den Gartenbäumen,
Und Vogelschall
Tönt überall.

Pflückt einen Kranz,
Und haltet Tanz,
Auf grünen Auen,
Ihr schönen Frauen,
Wo junge Mai'n
Uns Kühlung streu'n.

Wer weiss wie bald
Die Glocke schallt,
Da wir der Mai'n
Uns nicht mehr freu'n.
Wer weiss wie bald
Die Glocke schallt!

Drum werdet froh!
Gott will es so,
Der uns das Leben
Zur Lust gegeben!
Geniesst die Zeit
Die Gott verleiht!

Continued on page 54.)

Winter Meeting for Teachers

(JANUARY, 1899)

CONDUCTED BY THE

COLLEGE OF PRECEPTORS.

(BLOOMSBURY SQUARE, LONDON, W.C.)

THE success of the last Winter Meeting has encouraged the Council to make arrangements for another similar Meeting to take place at the College of Preceptors in the first fortnight in January, 1899.

The Meeting will extend over two weeks, and the Programme will comprise an Inaugural Address by Sir Joshua Fitch, Lectures on educational subjects, Visits to educational institutions, a Conference on the Training of Modern Language Teachers, a Conference on Science Teaching, and a *Conversazione* at the Clothworkers' Hall.

The Lectures will deal with the Training of Teachers; the Practice of Education (including Discipline and Formation of Character, and the Teaching of History, of Geography, of Shorthand, and of the "Life Sciences"); Psychology applied to Education; Physiology applied to Education; School Hygiene; the Training of the Speaking Voice; the Corporate Life of School; Leisure-hour Pursuits of Children; the Use and Abuse of Athletics; and Greek Ideals of Education.

The Fee is 20s. for the whole Meeting, or 10s. for either week.

Tickets may be obtained from the Secretary of the College of Preceptors.

Tickets (not transferable) will also be issued AT HALF PRICES (i.e., ten shillings for the whole Meeting, and five shillings for each week) to members of the following Teachers' Societies:—The Teachers' Guild (Central Guild and Branches), the Birmingham Teachers' Association, the Liverpool Teachers' Guild, the Training College Association, the Private Schools' Association, the Assistant-Masters' Association, the Association of Assistant-Mistresses, the Froebel Society.

Tickets at half fees (ten shillings and five shillings) will also be issued to candidates at the Diploma Examination of the College of Preceptors (January 3-7).

Members of the College of Preceptors will receive a ticket (not transferable) without charge, on applying for it to the Secretary of the College.

Tickets, price one shilling, for any single Lecture may also be had at the College on the day of the Lecture, if the available seats are not already occupied.

LIST OF LECTURES.

Inaugural Address. By Sir JOSHUA FITCH, M.A., LL.D.

The Training of Teachers. By Prof. REIN, of Jena.

The Corporate Life of School. Two Lectures. By J. J. FINDLAY, Esq., M.A., Ph.D., Headmaster of the Cardiff Intermediate School for Boys.

Leisure Hour Pursuits of Children. By F. ANDREWS, Esq., B.A., Headmaster of the Friends' School, Ackworth.

The Practice of Education. Three Lectures. By P. A. BARNETT, Esq., M.A., H.M. Inspector of Training Colleges.

The Study of Psychology in relation to Education. By Prof. LLOYD MORGAN, F.R.S., Principal of the Bristol University College.

The Teaching of Geography. Three Lectures. By H. J. MACKINDER, Esq., M.A., Reader in Geography in the University of Oxford, Principal of Reading College.

The Teaching of History. Three Lectures (with Demonstrations). By H. L. WITHERS, Esq., M.A., Principal of the Borough Road Training College, Isleworth.

Methods of Teaching the "Life Sciences." Two Lectures. By Prof. WOODS HUTCHINSON, M.A., M.D., University of Buffalo, U.S.A. (To be followed by a Discussion.)

A Lesson in Shorthand. By Sir EDWARD CLARKE, Q.C., M.P. (To be followed by a Discussion.)

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All the Lectures announced above will be delivered at the College of Preceptors.

A Conference on the Training of Modern Language Teachers

(in conjunction with the Modern Language Association) will be held at the College of Preceptors, on Thursday, January 5, at 8 p.m. The Chair will be taken by M. E. SADLER, Esq., M.A.

Conference on Science Teaching in connexion with the Technical Education Board of the London County Council.

(UNDER THE DIRECTION OF C. W. KIMMINS, Esq., M.A., D.Sc.)

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And May comes on;
Our garden bowers
Are gay with flowers,
And all around
Wild woodnotes sound.

Fair lasses, quick,
A garland pick,
And trip it free
On the green lea,
Beneath the shade
Of birken glade.

Ah! who can tell
How soon the knell
Shall sound for staying
Our merry maying?
That passing bell
Who can foretell?

Then joy your fill;
It is God's will,
Who made this earth
So fair, for mirth;
Use well the boon,
Night comes full soon.

By "AGLEE."

It's May, the snow
Melts fast awa';
The trees wi' flower
Are budded ower;
Of ilka bird
The sang is heard.

Come, lasses fair,
An' busk your hair,
Dance a' thegither
Amang the heather
Whaur cosie bield
The young birks yield.

For sune or syne
We a' maun twyne,
An' leave oor Mayin',
Oor merry playin'.
Aye, sune or syne
We a' maun twyne.

Then canty still!
'Tis Heaven's will
Wi' life was given
The joy o' leevin'!
Hain weel the span
Decreed to man!

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For the origin of "Minorities are always right" "Lydia Prima" suggests Schiller's fragment "Demetrius": "Was ist die Mehrheit?—Mehreheit ist der Unsinn . . . Verstand ist stets bei weniger nur gewesen." "Gothicus" refers to Sidgwick's "Greek Prose," where the saying is referred to one Tompainsius.

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At length he said: "I realize
The bitterness of life."

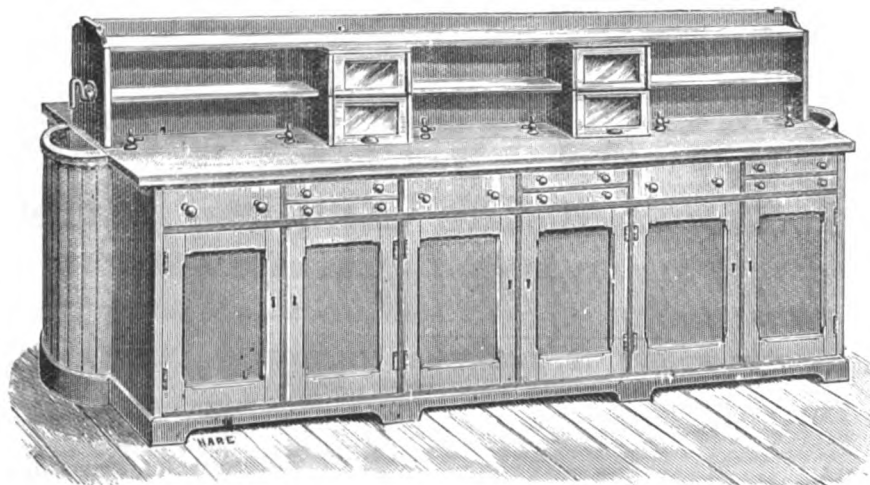
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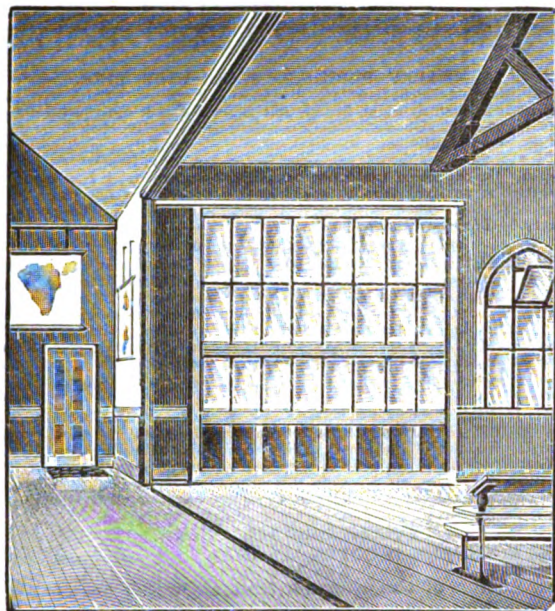
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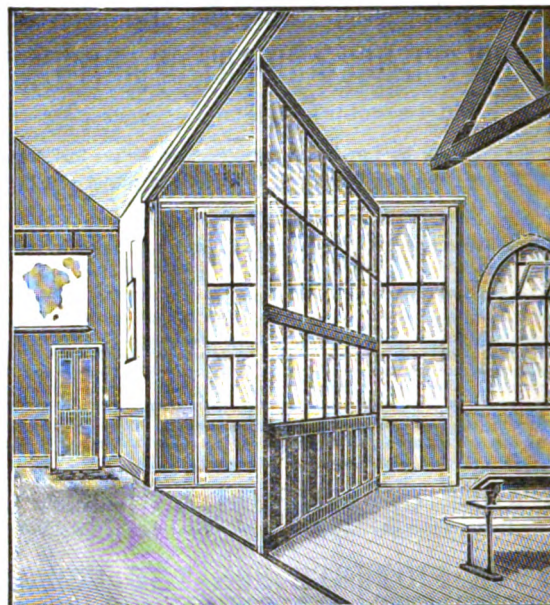
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(Boys). Wanted to purchase immediately, for next term. South or East Coast preferred. Write—C. A. P., Willing's Advertising Offices, 162 Piccadilly, W.—No Agents.

HIGH-CLASS BOYS' PREPARATORY SCHOOL

required by a Graduate. Capital at disposal about £4,000.—A Lady by birth, many years finishing Governess, is anxious to enter into PARTNERSHIP in a small high-class Ladies' School in or near London. Incoming capital to be arranged. Several other Boys' and Girls' Schools wanted to purchase. Apply—SCHOLASTIC AND TRANSFER AGENCY, 3A Langham Place.

SCHOOL TRANSFERS, PARTNERSHIPS, &c.

WANTED, Lady with Pupils to join an established School for Daughters of Gentlemen, with view to succession. Commodious premises.—BETA, Baker & Son, Mall, Clifton, Bristol.

CHELTEMHAM.

TO BE SOLD, Freehold House in best part. Connexion as Tutor (20 years) goes with House. Owner has accepted Preferment.—Rev. H. ADKIN, Lansdown, Cheltenham.

WANTED, a thoroughly capable lady as PARTNER with view to succession in large Private School. A few boarders. Must have degree or equivalent and be experienced in organization of school work. Capital required. As alternative a HEADMISTRESS or Vice-Principal to take entire charge. Special subjects: Divinity, History, and Botany. Large Midland town. Address—No. 3,584.

ENGAGEMENTS WANTED.

EDUCATIONAL AGENCY (Established 1833).

HEADMISTRESSES and PRINCIPALS of Public and Private Schools who are desirous of engaging Graduates, Undergraduates, Trained and Certificated High School Teachers, Foreign, Music, Kindergarten, or other Senior or Junior Teachers, can have suitable Ladies introduced to them (free of any charge), by stating their requirements to Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents, 34 Bedford Street, Strand, London. Particulars of Vacant Appointments in Schools sent to English and Foreign Senior and Junior Assistant-Mistresses on application. Liberal salaries.

THE ASSOCIATION OF UNIVERSITY WOMEN TEACHERS recommends highly qualified

ASSISTANT-MISTRESSES

with University distinctions (Degree or equivalent), some with good experience.

Open to Engagements:—

Modern Languages: (1) Oxford Hon. Schools; German, French, History, elementary Latin, Botany, Mathematics. (2) B.A. Lond., Class I.; German, English, Mental and Moral Science, Classics, Mathematics, French. (3) M.A. St. Andrews; French, German, Latin, English, Mathematics, Botany, Chemistry, Logic.

English: (1) B.A. Ireland; English Language and Literature, Latin, Mathematics, French, elementary Science, Music, Drawing, *trained*. (2) B.A. Ireland; English, Latin, German, Mathematics, *trained*.

History: (1) Tripos, Class I.; also English Literature, Scripture, Geography, elementary Mathematics, French, Sewing. (2) B.A. Lond.: History, English, Mathematics, Geography, Latin, *trained*. (3) Oxford Hon. School of Modern History; also Literature, Mathematics, French, German, elementary Latin, Geography, elementary Music. (4) Oxford Hons.; History, German (acquired abroad), French, English, Arithmetic, elementary Music. (5) Oxford Hon. School Modern History, Class II.; also French, Italian, German.

Classics: (1) Tripos; also French; German, Mathematics, English, Botany, Drawing. (2) B.A., Class I.; Classics, History, Mathematics, English, German, Logic, elementary Music.

Mathematics: Oxford Hons. Mods., Class II. and B.A. Lond.; Mathematics, Classics, usual Form subjects, elementary Science.

Natural Science: (1) B.Sc. Lond.; Mathematics, Chemistry, Physical Geography and Geology, Physics, Botany, Physiology. (2) B.Sc. Lond.; Botany, Physics, Geology, Mathematics. (3) B.Sc. Vict.; Chemistry, Physics, Biology, Physiology, French.

EXAMINATIONS conducted in PUBLIC and PRIVATE SCHOOLS in all Subjects, by written papers, and vivâ voce, by Examiners of long professional standing and exceptional experience.

Applications to be made to the Hon. Sec., 48 Mall Chambers, Kensington, W.
Office hours: Wednesdays and Saturdays 3 to 5 p.m.

LADY, B.A. (Lond.), requires Appointment as VISITING TEACHER in or near London. School or Private coaching. Classics, Mathematics, English Language and Literature, some Science. Experience. Address—No. 3,586.

JUNIOR GOVERNESS seeks Re-engagement in Private School. Certificated: Oxford Local Senior, distinction, English and French sufficiently good to excuse additional subjects in Responses; South Kensington, first-class advanced Freehand, Model, Shading from Cast, Elementary Perspective and Geometrical drawing. One-and-half year's experience as Governess-Student, three years as Junior Governess. Subjects: English, French, Drawing, Painting, Needlework. Would accept low salary with opportunity for attending Art Classes. References. Address—No. 3,596.

MUSIC.—A Lady (Licentiate of the Royal Academy) desires a Visiting Appointment in a School (High School preferred), to teach Pianoforte Playing and Harmony. Able to prepare for Examinations. Good reference from previous school appointment.—F. H., 151 Lewisham High Road, S.E.

REQUIRED, an Appointment as GYMNASIAC MISTRESS—subjects: Drill (various), Gymnastics, Fencing, Swimming, Games, &c.—by a fully certificated young lady, with highest references from the Southport Training College (Principal, A. Alexander, Esq.). Apply—Miss WINIFRED ALDRED, 48 Wellesley Road, Great Yarmouth.

GYMNASTICS, Swedish Drill, Calisthenics, Fencing, Swimming, Cycling.—Engagements wanted in Schools for Girls and Boys. For full particulars and terms apply to A. A. STEMPEL, M.G.T.I., Director, Stempel's Scientific Physical Training Institute and Gymnasium, 75 Albany Street, Regent's Park, London, N.W.

ART.—Lady, Certificated Art Mistress, South Kensington, Ablett's Subject III., Exhibitor Royal Academy, &c., desires Visiting Engagement, Public or Private School. Drawing and Painting in all branches; Geometry, Perspective. Private Lessons also.—Miss A. MARKS, 10 Matheson Road, West Kensington.

WANTED, Situation as JUNIOR MISTRESS in High School. Clergyman's daughter, Trained and Certificated. Cambridge Higher Local. Languages, History, and Literature. Apply—Miss ROSCAMP, St. Helen's Vicarage, Bishop Auckland.

MUSIC MISTRESS desires Visiting Engagement. Licentiate Royal Academy of Music, Associate Trinity College. Pupil Van Dyk (Leipzig Conservatorium). Ten years' experience. Piano, Violin, Singing, Mandoline, and Harmony.—LICENTIATE, 14 Howard Road, Cricklewood.

TWO LADY GRADUATES (B.A. London) have time, after Christmas, for Private Coaching for Matriculation, &c. Schools visited in all parts of London. Experienced. Excellent testimonials. Special subjects: Mathematics, Classics. Address—No. 3,588.

AN Experienced FRENCH and MUSIC TEACHER seeks a Post in good School for next Term. Teaches advanced French and very superior Music (Certificated from the Paris Conservatoire). Excellent testimonials and references. Address—No. 3,585.

TRAINED, Certificated, KINDERGARTEN MISTRESS requires a Post after Christmas. Five years' reference. Address—No. 3,589.

MUSIC.—Experienced MISTRESS (25) requires Reappointment in good School. Very successful in preparation for Examinations. Special subjects: Piano, Theory, Harmony. Highest references and testimonials. Good Certificates. Address—No. 3,590.

A FRENCH MISTRESS, experienced in Class Teaching and successful in the preparation for public Examinations, is open to an Engagement. Satisfactory references. Address—LANS, 91 Finborough Road, London, S.W.

ENGLISH LADY, just returned from a ten years' residence abroad, thoroughly conversant with French and German, desires a Post as MISTRESS of MODERN LANGUAGES at a high school; also capable of teaching sound English, elementary Latin, Music, and Needlework. Excellent certificates and references.—Miss DUGGAN, Adzor House, Wellington, near Hereford.

PIANOFORTE, Schumann System.—A Young Lady, who studied under Mme. Schumann at Frankfurt a.M. for three years, desires Resident Engagement as JUNIOR TEACHER in a good School or as Companion. Sings and plays accompaniments well.—Miss WILSON, 56 Pembroke Road, Dublin.

B.SC. seeks Engagement in a Public School after Christmas. Special subjects: Pure Mathematics, Mixed Mathematics, Botany. Testimonials also for Chemistry and Physics.—SOPHIE ADAMS, Kirkcote, Bedford Park, Chiswick, W.

SUPERIOR FRENCH TEACHERS for next Term.—Mrs. WARD, Queenwood, Eastbourne, can recommend three:—(1) for High-Class School, age 22, two Brevets, and Diplôme, excellent two years' testimonial from Brighton school; (2) for Private Family, age 21, two Brevets, school experience in France, wishes to improve English, would accept small salary; (3) *au pair* in good School, age 16, First Brevet, wishes good English lessons.

ASSISTANT - MISTRESS wants Engagement in January. English, Latin, Mathematics. Experienced. Prepares for Examinations.—E., Joint Agency for Women Teachers, 74 Gower Street, W.C.

DRAWING, Engagement as VISITING TEACHER in or near London. Royal Drawing Society, Art Class, and other Kensington Certificates, Queen's Prize. Student Slade School. Water Colour, Figure, Design, Modelling. Lectures on Art subjects. Experience.—B., 87 Downs Road, Clapton, London, N.E.

LADY, B.A. London, Teacher's Diploma, Training, experience, requires Appointment (non-resident) in or near London. School, Family, or Coaching. Mathematics, Latin, English, some Science. References.—B., Lilian House, Hornsey Lane, N.

ART TEACHER.—Lady (Certificated, South Kensington) desires Post as above in high-class School or College. Geometry and Perspective.—Y., 2 Yarell Mansions, West Kensington, W.

WANTED, non-resident Engagement in Brighton School, by L.R.A.M. and Pupil of Mr. Oscar Beringer, residing in Brighton. Four years' experience in first-class School in London. Address—E., 787, at Shelley's, 38 Gracechurch Street, E.C.

VISITING TEACHER, L.I.A., Higher Cambridge Local, seeks additional Engagements. Advanced English, Science, Mathematics, French, Latin, elementary Physics. Highly recommended. Successful preparation for Examinations. Experienced.—A., 14 Manville Road, Balham, S.W.

THE PARENTS of a Young Lady, who has just left school, are anxious to place her in a good School as a STUDENT PUPIL, on mutual terms.—X., Webber's Library, Ipswich.

MUSIC.—JUNIOR MUSIC MISTRESS, Certificated, Senior R.A.M., R.C.M., desires Re-engagement, also able to teach Class Singing, English, French, and Mathematics, with Kindergarten training.—Miss M., 5 Summer Street, C.-on-M., Manchester.

PIANOFORTE LESSONS.—Young Lady, Certificated Teacher R.A.M., and Senior Music Mistress in London High School, desires an Additional School or Private Pupils.—S., 10 Sterling Street, Montpelier Square, S.W.

ART MISTRESS-SHIP (Ablett's System) required, in or near London. Non-resident. Elementary and advanced Classes. Experienced with little boys as well as with girls. First-class references as to ability and teaching capacity. Address, stating terms, Miss C. F. SEVERN BURROW, St. James's, Great Malvern.

A.R.C.M., Solo Performance, desires Re-engagement as MUSIC MISTRESS in good School. Was for three years and a term Student in the Royal College of Music; for three years Music Mistress in the Jersey Ladies' College. Prepares successfully for the Associated Board. Great experience. Highest testimonials.—Miss SMITH, Austcliffe House, Cookley, Kidderminster, Worcestershire.

FRENCH Protestant LADY (Diplôme de fin d'Etudes Secondaires, Brevet Supérieur), experienced in Public School teaching, good disciplinarian, highest testimonials, desires Re-engagement. Address—Mlle. MICHEL, 30 Rue de Californie, Tours, France.

FRENCH LADY (Brevet Supérieur), experienced abroad and in English Schools, desires Re-engagement. French (in all its branches), Needlework; Coaching for Examinations; Disciplinarian. Highest references.—6 Rue des Moulins, St. Omer, France.

REQUIRED, Situation as STUDENT-GOVERNESS in a high-class School. Preparation for Examinations in return for services. Address—K., 55 Waterloo Road, Ramsey, Isle of Man.

B.A. London. French and German (seven years abroad), Latin, Mathematics, some Music. £80 res., £120 non-res. School or Family. Highest references.—Miss S., 142 Kensington Park Road, London, W.

CERTIFICATED ART MISTRESS. Aged 30. Highly recommended. Disengaged. Advanced Drawing, Painting (all styles). Would assist with English, Drill, and French. £50 res., £80 non-res.—K., Cambridge House Institute, Sheffield.

POST required as FORM MISTRESS. Trained, Certificated, Cambridge Higher Local and Cambridge Teachers' (Practical) Class II. Five years' teaching experience. Two years' practical work in Chemical Laboratory. Subjects: Chemistry, Botany, Biology (Practical and Theoretical), English, Geography, Music, and junior French. Highest references. Excellent testimonials.—M. C., 29 Castle Street, Tiverton.

WANTED, Post as JUNIOR MISTRESS in Girls' School. Cambridge Senior Certificate. Higher Local, second class Honours Group B, and third class Group C.—K. PRESTON, Westgate, Congleton.

CERTIFICATED TEACHER (Lond. Inter. Arts), with four-and-a-half years' experience, desires Re-engagement in Public or Private School, or as GOVERNESS in Family. Usual form-subjects, good Latin, Mathematics, Swedish Drill.—G. S., 136 Portway, West Ham, Essex.

KINDERGARTEN MISTRESS, First-Class Froebel Certificate. Five years' experience in Kindergarten, Transition, and First Form teaching. Non-resident preferred. Address—S., 26 Wonford Road, Exeter.

REQUIRED, by a Young Lady (27), a Post as Resident STUDENT-TEACHER in good School. Mutual terms. Good Music Teaching essential. Midlands preferred. Apply Miss ROBERTS, Granville College, Leicester.

LADY, age 20, B.A. Victoria, desires Post in good School. English, Latin, French, German, &c. Public School (non-resident) preferred. 36 Beamsley Road, Frizinghall, Bradford.

ART TEACHER (S.K. and Ablett's). Lady, experienced in Teaching, requires Post. Freehand, Model, Perspective, Geometry, Cast, Antique Design, Light and Shade, Monochrome, Brushwork, Waters, Oils, Life, Still Life, Sketching from Nature, &c. Excellent testimonials. K. WENLOCK, c/o Mrs. Whitte, Park Road, St. James, Northampton.

NORTH GERMAN LADY (State Diploma), with thorough Parisian French and perfect English, very successful in preparing pupils for the Oxford and Cambridge Senior and Higher Local Examinations, wants re-engagement. Address—Frl. A. EUDMANN, Osborne House, Ventnor, Isle of Wight.

ART-MISTRESS-SHIP, non-resident, required. Experienced in large London High School, &c. Ablett's System. Studied abroad and Slade School. Painting, Oils and Water-Colours. Metal Repoussé.—A., Brentwood, Shilling, Southampton.

WANTED, by Young Lady, Situation in Family or good School. Higher Local Certificate (Honours). High School experience. Address—Miss MITCHELL, Southfields, Grimsby.

PIANO, THEORY, HARMONY.—Associate Royal College of Music desires appointment as non-resident Teacher of Music, in School, in or near London.—Miss MCKEAND, 84 Belsize Road, S. Hampstead.

SCHOOL ORCHESTRAS.—Highly successful Concert Mandolinist, A.R.C.M., Examiner Guildhall School, receives Pupils and visits Schools to form Orchestras. Prepares for Exams. Many successes. For terms, address—A.R.C.M., 28 Filey Avenue, Clapton.

MUTUAL TERMS.—MUSIC MISTRESS, holding highest Pianoforte Diploma, would give some Lessons in Pianoforte or Mandoline for Board and Residence in London. Excellent testimonials.—M., Devonshire House, 195 High Road, Clapton.

SOLO SINGING, VOICE PRODUCTION, ELOCUTION.—Highly successful Vocalist, R.A.M. (Cert.) receives Private Pupils and visits Schools. Italian Method. Prepares for all Exams. For terms, address—20 Downs Road, Clapton.

HEAD MUSIC MISTRESS (L.R.A.M., Cambridge Higher Local, eight years in one school) desires Post (non-res. preferred) in School. Usual subjects, thorough Voice Production, and Elocution.—B.A., 62 Clifton Road, Rugby.

WANTED, Post as ASSISTANT-MISTRESS. Cambridge Higher Local Honours; Cambridge Teachers' Certificates. Subjects: English, Mathematics, Botany, French, Drawing, Physiology, &c.—E. S., York House, York Road, Montpelier, Bristol. Salary £45 resident.

WANTED by Young Lady, partially trained in Calisthenics and Dancing, Position as JUNIOR TEACHER under qualified Mistress. Can take junior Music. Excellent testimonials. Apply to A. E. C., 10 Kingsland Road, Birkenhead.

ART MISTRESS.—Lady (Certificated S. Kensington, and Medallist of Paris) desires Visiting Engagements in Schools or Private Families. Drawing, Water-Colour, Oils, and Pastels. Experienced Teacher.—Miss TATE, Studio, 6 New Court, Lincoln's Inn, W.C.

PIANOFORTE TEACHER, trained Royal Academy of Music and Paris, has vacancy for Visiting Engagement in School. Experienced and successful teacher. Excellent references. Address—Miss A., 57 Leigh Road, Highbury, N.

SITUATIONS VACANT.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Hon. Sec. No commission is charged when work is obtained through the Registry, but continued membership is expected. Subscription 5s. per annum. For full particulars apply to the Hon. Sec., 48 Mall Chambers, Kensington, W.

THE WELSH INTERMEDIATE EDUCATION ACT, 1889.—LLANGOLLEN (DUAL) COUNTY SCHOOL.—FIRST MISTRESS wanted immediately to take English subjects (History, Literature, and Composition) and help with elementary Latin and Mathematics. Salary £100 per annum. Non-resident. Apply, with copies of not more than three recent testimonials, before the 5th day of January, 1899, to the undersigned. Canvassing a disqualification. E. FOULKES JONES, Solicitor, Llangollen, Clerk to the Governors.

SWANSEA TRAINING COLLEGE (FOR WOMEN TEACHERS).—A MISTRESS is wanted at once for the remainder of the Session (which ends on the 7th of July). She must be specially qualified to teach English Literature, and it is desirable that she should also be an expert in one or more of the other subjects taught in Government Training Colleges. Salary at the rate of £100 (or more) a year with partial board. The appointment may be permanent. All applications should be made on Forms to be obtained of the PRINCIPAL.

TO ASSISTANT-MISTRESSES.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. 1833), invite immediate applications, with copies of testimonials, from well-qualified English and Foreign Assistant-Mistresses for the following Appointments:—

HEAD ENGLISH MISTRESS for first-class School near London. Must be capable of taking management and responsibility of the work. Salary £80 to £100 res.—No. 513.

EXPERIENCED MISTRESS for Training College. Highly qualified lady essential. Salary £100, with partial board.—No. 508.

FIRST-CLASS TEACHER for Superior School. English, Good Mathematics, French. £70 res.—No. 394.

HEAD ENGLISH TEACHER, with Botany, Zoology, Mathematics. £60 res.—No. 117.

English Mathematics, Botany. London School. £60 res.—No. 028.

English, French, Needlework. County School in England. £90 non-res.—No. 382.

SENIOR MISTRESS for High School. Degree or equivalent desired. English, German, Arithmetic. £60 (about) res.—No. 433.

GRADUATE or well Certified MISTRESS for English, Latin, Mathematics, and French. £60 (about) res.—No. 458.

English, German, and Latin. Seaside School. £50 res.—No. 489.

Science Subjects for London Matriculation and Third Form work. Fair Salary.—No. 183.

FOURTH FORM MISTRESS for Church High School. Latin, French, Mathematics. £80 non-res.—No. 204.

Four well-qualified **MUSIC MISTRESSES** for good Schools. Salaries about £50 res. respectively.

THREE FRENCH MISTRESSES required for good Schools. Must be Protestants. Salaries £45 to £60 res.

THREE GERMAN MUSIC MISTRESSES required. Salaries £50 res. respectively.

Three hundred other Vacancies, in high-class Schools, for English and Foreign Senior and Junior Assistant-Mistresses. Liberal Salaries. Particulars of vacant Appointments forwarded to Assistant-Mistresses on application. Several Student-Governesses also required for Superior Schools on mutual terms—namely, Board, Residence, and Educational Advantages in return for services. Address—**34 Bedford Street, Strand, London.**

KINDERGARTEN STUDENT, daily, wanted in a small high-class Kindergarten, to be trained either for Elementary or Advanced Certificate under a fully certificated teacher. Last student passed Second Part Higher in July. Very moderate fee and special advantages.—**DELTA**, care of Miss Batten, 31 Belgrave Road, S.W.

ARDROSSAN ACADEMY, AYRSHIRE.—**HEADMASTER** wanted, must be a Graduate, and must have had experience in a secondary school. Minimum salary, £350, with prospect of increases according to the success of the school.

Ardrossan being a health resort on the Ayrshire coast, and a most desirable place of residence, it is expected that the Academy (which is to be enlarged immediately) will offer attractions to parents at a distance, and that the Headmaster may, if he desires to have Boarders, thereby increase his emoluments.

Duties to begin immediately after the Summer Vacation.

Applications to be lodged with **JAMES COOK, Esq.**, Clerk to the School Board, Ardrossan, Ayrshire, along with eight printed copies of testimonials, by the 15th February, 1899.

WANTED, a GOVERNESS, au pair, in a Family residing at Reims, to teach English Language and Literature to a young girl. Middle-aged lady with teaching experience, an Oxford or Cambridge student, preferred.—**L. DE MAQUIN**, 27 Rue Ste-Marguerite, Reims.

SHEFFIELD SCHOOL BOARD.

—**PRINCIPAL** required for the Centre Classes for Pupil-Teachers, to be carried on in new buildings which will shortly be completed. Salary £300 per annum, rising by biennial increments of £20 to £400. Personal canvass will disqualify. Forms of application, which should be returned before the 16th day of January, 1899, may be had from **JNO. F. MOSS, Clerk**.

School Board Offices, Sheffield, December 19, 1898.

HIGH SCHOOL, STOCKPORT.

—Required, in January, **ASSISTANT-MISTRESS**. Good French and usual Form subjects. Training or experience essential. Apply, with full particulars, before January 6th—**Miss Sawell**, North Ormesby, Yorks.

NEWCASTLE-UPON-TYNE SCHOOL BOARD.**PUPIL-TEACHER CENTRAL (DAY) CLASSES.**

WANTED, at once, a Lady of proved teaching ability in the capacity of **ASSISTANT**.

Preference will be given to candidates who have been trained in Colleges either for primary or secondary teachers.

Commencing salary £90, rising by annual increments of £5 to £100.

Applications, on foolscap, stating age, qualifications, experience, and when at liberty, together with three testimonials of recent date, should reach me not later than 7th January, 1899.

Canvassing disqualifies.

ALFRED GODDARD, Clerk.
School Board Offices, Newcastle-upon-Tyne,
December 21, 1898.

STUDENT-TEACHER required

in good School in Yorkshire. Must be certificated. No premium. Age about 17. Violin desirable. Address—No. 3,587.

JANUARY (1899) Vacancies.—The

Newnham Educational Agency will be glad to hear from English and Foreign Teachers requiring Posts.—34 Davies Street, Berkeley Square, London.

MATRON (Experienced) wanted

for Edinburgh Industrial Brigade Home, to enter on her duties in the new Home (holding about 150 working lads) in early spring. She will have entire charge of the housekeeping and all domestic arrangements. Salary £40 with board and private rooms. Applications in writing, with copy testimonials, to be lodged on or before 7th January with the Secretary and Treasurer, **HAMILTON MAXWELL, W.S.**, 86 George Street, Edinburgh.

TWO GOVERNESS-STUDENTS

required in January to help with Junior Pupils, and to be prepared for Cambridge Local Examination. Small premium for Board.—**Miss DAVES**, Claremont House, Victoria Park, Stockport.

A KINDERGARTEN STUDENT-

TEACHER required in January. Preparation for Froebel Examinations under fully Certificated and Trained Mistress. Address—**PRINCIPAL, Ladies' College**, 7 Church Road, Penarth.

CHURCH SCHOOLS COMPANY.

—**FIRST FORM MISTRESS** required in January for West of England. Kindergarten Training and Drawing desirable. Salary £70.—**HEADMISTRESS**, 12 Queen's Road, Richmond, Surrey.

THE KING'S MIDDLE SCHOOL, WARWICK.**THE Managers of this School are**

about to convert it into a Commercial and Technical School, in accordance with the provisions of a new scheme prepared by the Charity Commissioners.

Applications are invited for the office of **HEADMASTER**, to enter upon his duties after the Easter vacation. The salary will be £200 a year, and a yearly capitation fee of £1 for every boy in the School after the first 60. The Headmaster will also have the use of the dwelling-house adjoining the School buildings, free of rent, rates, and taxes. A printed form of application can be obtained from **Mr. R. C. HEATH**, Clerk to the Managers, 1 New Street, Warwick. Every applicant must be under thirty-five years of age, and must have a University degree in science, or certificates qualifying him to conduct the school as an organized School of Science.

Applications, together with fifteen printed copies of the testimonials intended to be submitted, must be sent to 1 New Street, Warwick, not later than February 1st next. Original testimonials are not to be forwarded till asked for. Personal canvass of the managers will be a disqualification.

R. C. HEATH,
Clerk to the Managers.

RESIDENT PIANO MISTRESS

Wanted in January for **ST. MARGARET'S SCHOOL** FOR GIRLS, POLMONT, STIRLINGSHIRE. First-rate German training essential (Frankfurt preferred). Apply—**Miss DANIEL**, Vicarage, Horsham.

REQUIRED, for a high-class Private

School for Girls in Ireland, a Resident **GOVERNESS**. Should be Trained and Certificated, moderate Churchwoman, age under 30, and a good disciplinarian. All English subjects, Geometrical Drawing. Elocution and Scripture desired. Apply, by letter, enclosing copy of testimonials, and state experience and salary wanted, to **Miss TOWELL**, 7 Pembroke Gardens, Notting Hill Gate, W.

EDGBASTON CHURCH COL-

LEGE.—Required, in January (1) Experienced **FORM MISTRESS**. Non-resident. Churchwoman. History Tripos preferred. Should also have Arithmetic and elementary Mathematics. (2) **JUNIOR FRENCH MISTRESS**. Resident. Protestant. English School experience desirable. Address—**Miss LANDON THOMAS**, Dynevor, Vale Road, Bournemouth.

REQUIRED, TWO KINDER-

GARTEN STUDENTS (daily) in School, North of London. Training and preparation for National Froebel Union Examinations given in return for services.—**PRINCIPAL**, Hillcroft Kindergarten, Church Lane, Hornsey.

REQUIRED, a FINISHING

GOVERNESS, holding either B.A. or other University Degree, for two girls. A good musician desired. Liberal salary. State references by letter.—**The LADIES' AGENT**, removed from York to York House, 142 Kensington Park Road, London, W.

WANTED, in January, a STU-

DENT-TEACHER in good Private School, to help with young children, and play for Drilling. Preparation for Froebel Examinations or Matriculation.—**Miss MULLINS**, Raven's Croft, Kenley, Surrey.

ART MISTRESS required in

Church Company's High School. Ablett's Drawing and good Painting essential. Must be able to give some help in ordinary form work or School Drill. Address—No. 3,593.

PUPIL-TEACHER required for

next Term. Must have some musical ability. Lessons in Languages and in Music, or Drawing and Painting, in return for services; or might be prepared for University Examinations. Fee for Board. Address—**PRINCIPAL**, Penarth College (for Girls).

WANTED, in January, two

JUNIOR TEACHERS for good Private School in North London. Plain Needlework essential in both cases, and elementary Drawing and Singing in one. Non-resident. Moderate salaries. Address—No. 3,592.

WANTED, Trained and Certi-

ficated MISTRESS for Swedish Drill. Salary from £100. Apply by letter to **HEADMISTRESS** of Bradford Girls' Grammar School, care of No. 3,598.

WANTED, a Certificated MUSIC

MISTRESS (Resident) in a high-class School in Ireland. Able to prepare for Examinations. Pianoforte, Harmony, and Singing required. German, French, or Drill an advantage. Please state age, experience, salary required, and enclose copies of testimonials when applying by letter to **Miss TOWELL**, 7 Pembroke Gardens, Notting Hill Gate, W.

CHURCH SCHOOLS COMPANY.

—Vacancy for **STUDENT** in High School. Preparation for Cambridge Higher Local or National Froebel Union Examinations. Terms (including board) about £35 a year. Apply—No. 3,594.

WANTED, ASSISTANT MIS-

TRESS (non-resident) in good Private School. Good English, German, Latin, and Mathematics essential. Drill desirable. Experience or training absolutely necessary. £50. Write, stating age and qualifications, **HEADMISTRESS**, Sheppard's Library, Catford, S.E.

THERE are Vacancies, in January,

in a Ladies' School for Two **STUDENT-GOVERNESSES**. One to superintend Violin and Juniors' Piano practice; the other to assist in the English work of the Junior Classes, ages 7-11. Finishing lessons offered in Literature, French, German, and Music, Drawing or Painting. Small premium.—**Miss COOMBS**, Romanoff, Surbiton.

WANTED, in high-class Boys'

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The Board of Education Bill.

The Rev. the Hon. E. LYTTTELTON moved the first resolution:—

"That this Conference heartily welcomes the Board of Education Bill, introduced by the Duke of Devonshire on August 1, as marking an important step towards the organization of secondary education in England."

He said that it certainly was a moment of importance to all of them when they realized that the expectations of many years seemed now to be nearer fulfilment than ever before, and the prospect of a Bill intended not only to be brought in, but passed, in the next Session gave them a great deal of stimulus in the labours before them that afternoon. As a humble member of the Royal Commission, it was certainly interesting for him to feel that the labours of that Commission were not to be thrown away. In 1896 a Bill was brought in which dealt with the great educational organization problem from a totally different point of view from that of the Bill of last summer. The Bill of 1896 dealt with the problem of Local Authorities, whereas the latter Bill left that subject alone, and proposed the establishment of a Central Authority. Perhaps the method adopted in 1896 was the more practical, but he hoped the votes on this subject would not be divided by any such feeling as that, because, whether they agreed with it or not, it was necessary to bear in mind that the Government were showing a willingness to meet what was in the main a professional need and a professional demand with regard to the organizing of secondary education. The grave difficulties which beset any Government proposing to deal with the problem of Local Authorities had been felt to be so serious by the present Government that they left it on one side, wishing to pass the less contentious portion of the subject first, and proceed to the more difficult portion later on. The prospect seemed to be that, though the establishment of Local Authorities was delayed for a time, it was not delayed permanently, and the question was whether the Conference would not be wise in supporting the Government in their endeavour to provide the Central Authority next Session. It was quite possible for any one to vote for the resolution, even though believing that Local Authorities ought to be established at the same time as the Central Authority.

The Rev. R. S. DE C. LAFFAN formally seconded.

Mr. T. S. PHILLPOTTS said that the Board of Education Bill practically gave the Education Department extended powers under a new name, so that they could deal with secondary education in the same way as they dealt with elementary education. The executive clauses of the Bill seemed to be those relating to what the Department could do by their officers, who could visit, inspect, and examine any school, and give certificates in respect of the teaching. This simply meant, as he understood, that the public schools of the country would be under the Education Department practically in the same way as the elementary schools, except that the elementary schools would receive a grant from the Government and the secondary schools would not. The schools in the North had had the presence of a Government inspector who had not powers such as were contained in the Bill, and he did not think they had particularly enjoyed the process even of such inspection as they had received. One of the best schools was visited by a sub-inspector, who gave a most damaging report of it, though it had borne the highest reputation, and was believed by every one who had lived in the place to be entirely undeserving of such a report. By the Bill it seemed that they bartered the freedom of the public schools which had come down to them from their predecessors. He wished the members of the Conference to pause before giving a hearty welcome to a Bill which destroyed their freedom and put all public schools under inspectors, and even sub-inspectors, of the Education Department, giving them power to pay their surprise visits, or appointed visits, at any time, or in any way, to enter these schools in order to examine, inspect, and report. In conclusion, he expressed the opinion that the Bill would not assist the education of the country.

The Rev. A. R. VARDY pointed out that the Bill was confessedly a mere outline, and, no doubt, it would have limitations. The Duke of Devonshire, in his speech when introducing the Bill, said, in recommending the establishment of a Central Authority responsible for secondary as well as primary education, that he had not in mind the establishment of any system of strict uniformity. The Duke believed that much should be left to the discretion of the Local Authorities, and he also thought the Central Authority had become an almost indispensable preliminary to the constitution of any satisfactory local organization.

The resolution was carried by 27 votes against 5.

The Rev. R. D. SWALLOW proposed :—

"That this Conference wishes to express its conviction that immediate legislation is needed to establish strong Local Authorities for the management of secondary education, as well as a strong Central Authority."

He said that County Councils were beginning to show that they recognized the great importance of the trust reposed in them, and were ready to act for the higher interests of secondary schools. With regard to the word "immediate" in the motion, he took it that it meant that the Legislature should deal with the Central Authority first and with the Local Authorities afterwards. It was of great importance to let the County Councils know that they cordially welcomed the appointment of Local Authorities.

The Rev. W. H. KEELING, in seconding, said that there was almost entire unanimity as to the necessity of establishing Local Authorities. He spoke of the endowed public schools, and urged the necessity for the creation of statutory Local Authorities, willing and able to consider the claims, not only of commercial and technical education, but of a literary and liberal culture—in fact, of all that Englishmen meant by a liberal education.

The Rev. G. H. RENDALL thought that the passing of the resolution would increase, not diminish, the danger of having that form of Local Authority which would be unwelcome to the main body of the Conference. The whole point of the proposal lay in the word "immediate." The present Board of Education Bill completely changed the aspect of the question as regarded the immediate creation of Local Authorities. Before that Bill was introduced this matter did seem urgent, but he thought the right policy now was rather to wait than press forward the creation of these Local Authorities. They hoped that, if the Bill were passed and the Consultative Committee constituted, one of the first problems with which that Committee would deal would be this one.

The Rev. T. FIELD supported the resolution.

Mr. H. W. EVE proposed the substitution of the word "early" for "immediate." This was seconded by the Rev. the Hon. E. LYTTLETON, who said that, if the Government were forced to bring forward both Bills in the next Session, both would probably fail.

The amendment was carried by 32 votes against 9, and the resolution was then carried unanimously.

The Rev. T. C. FRY moved :—

"That, in the opinion of this Conference, the Consultative Committee to be appointed under the Act should be a permanent Committee."

He said that there was no point in the Report of the Royal Commission on which they were more emphatic than the need of a Consultative Committee. If any such body was contemplated by the Government, the terms in which it had been suggested in the Bill were singularly inadequate. The Bill did not define the constituent parts of the Committee as the Commission did. They might be all nominees of some partisan or some faddist. There was to be no permanency in the body, but it was to be created from time to time. It was a sort of in-and-out clause which could be used by one Minister and discarded by another. Further, there was no definition of sphere. "Any matter" was far too wide and weak an expression. His resolution proposed a permanent body, which would be not a master, but a friend, because only a permanent body could have continuity of principle, could be backed by public opinion, and could not be packed. The backing of public opinion was essential. He spoke without distrust of the *personnel* of the present Education Department.

Mr. J. S. PHILLIPPS seconded the resolution.

The Rev. G. C. BELL hoped the Conference would give a decided majority in favour of the opinion that the Consultative Committee should be permanent and not liable to the discretion of individual Ministers, who might totally alter the powers from time to time.

Canon ARMOUR proposed an amendment :—

"That, in the opinion of this Conference, it is essential to the national interests involved in a proper organization of secondary education that the Consultative Committee of the Board of Education Bill (1) should be a permanent body, containing representatives of the Universities and of the teaching profession; and (2) should have a constitution and duties assigned, and, if necessary, varied from time to time, by Order in Council."

The Rev. F. DYSON seconded.

After some discussion, the amendment was lost by 28 votes against 7. The original resolution was then carried unanimously.

The Rev. W. H. KEELING proposed :—

"That, in the constitution of Local Authorities, provision should be made for the adequate representation of the governing bodies and teachers of secondary schools."

He said that the difficulty was how to secure an adequate representation of secondary schools. The recommendations of the Royal Commission were that in the counties the majority of the members of the Local Authority should be taken from the County Councils, and that the other members should either be nominated by the Central Authority or should be co-opted by the whole number; that in the boroughs one-third of the representatives should be taken from the County Council, one-third from the School Board, and one-third should consist of mem-

bers nominated or co-opted, who might be taken to represent secondary schools. The Bill of 1896 proposed that the Local Authority should be composed wholly or in part of members of the Councils themselves, and the election of additional members was, therefore, entirely optional. A Technical Instruction Committee, either acting as a Technical Instruction Committee proper, or as charged with looking after secondary education also, might consist wholly or in part of representatives taken from the Councils. There was nowhere compulsion obliging the Committee to take any outsiders at all. The Technical Instruction Committee of the West Riding consisted of thirty-three members, and only five were taken from outside, which was a very inadequate representation of general educational interests.

The Rev. J. P. WAY seconded the resolution, which was passed unanimously.

The Rev. A. R. VARDY moved :—

"That, in consideration of the fact that the questions which will be referred to the Consultative Committee will be almost exclusively questions affecting secondary education, this Conference regards it as important that the interests of secondary schools should be adequately represented upon the Committee."

He said that the Education Minister would often be anxious to seek the advice of the Consultative Committee, and the Local Authorities would need guidance. The questions referred to the Committee would be almost exclusively questions affecting secondary education, because primary education did not need further organization at the present time.

The Rev. W. BAKER seconded the resolution.

The Rev. G. C. BELL proposed to add as a rider : "and also that its duties should be prescribed, and, if necessary, varied from time to time, by Order in Council."

Mr. H. W. EVE seconded.

The Rev. R. D. SWALLOW said that they should do everything to keep as close as possible the connexion between the Universities and newly organized secondary schools.

The resolution was carried unanimously, the rider being agreed to by 22 votes against 3.

Dr. GOW proposed :—

"That it is desirable that inspection and examination by the Universities or any other body approved by the Board should be accepted as adequate for the purposes of Section 2 (4) of the Bill."

He said that he proposed this motion in the interests of liberty, equality, and fraternity. They might think that, as he had spoken in favour of uniformity, he was not an advocate of liberty; but he had spoken only of uniformity of curriculum: in regard to methods of teaching and school management generally, he was entirely in favour of liberty. Inspection, as conducted by the Universities, involved no interference with this freedom. His school had been inspected for many years past by the Oxford and Cambridge Board. They sent as inspectors men who were themselves teachers and who brought the latest learning in their respective faculties. They came also at a convenient time, and he had always found their visits interesting and instructive. Lastly, the inspectors were changed every two years. A Government inspector, on the other hand, would not be a teacher, need not be a man of learning, and might develop the defects of the permanent official. As permanent officials themselves, they would know what these were. If the appeal for liberty did not move them, he would appeal for equality and fraternity. The new Act exempted from inspection, under the Charitable Trusts Act, Eton and Winchester, and, under the Endowed Schools Act, all schools founded since 1819. Thus, Eton was exempt, but not Harrow; Marlborough was exempt, but not Rugby, and so on. These capricious exemptions were undesirable, and, through not being exempt himself, he could not propose the removal of exemptions. He hoped that they would be removed in effect by the adoption of this motion. The cost of inspection by the Universities was not very great—about £4 per day.

Mr. J. S. PHILLIPPS seconded the motion.

The Rev. the Hon. E. LYTTLETON corroborated Dr. Gow as to the usefulness of inspection by the Universities Joint Board. He supposed, however, that in the future the inspector would have to make his report to the Board of Education, and the State officials would in that way have a chance of interfering if they wished.

The resolution was carried unanimously.

The Powers of the Charity Commission.

Mr. J. E. KING moved :—

"That this Conference would welcome a large transference to the new Education Board of the powers of the Charity Commissioners so far as they relate to education."

In all the proposals made with reference to the establishment of a Central Authority, it had been contemplated, he said, that the powers of the Charity Commission, so far as they concerned schools, should be transferred to that Authority. There were, however, great difficulties in the way of such a transfer.

The Rev. G. C. BELL seconded the motion. The proposal of the Government, he said, was an unpractical compromise between Conservatism and effective Liberal reform. It was neither the one nor the other. They needed a Central Authority to correlate primary and

secondary education, and to bring the whole of English education into a systematic form, and that Authority should have the advantage of all the knowledge and experience that had been slowly harvested by the Charity Commissioners during the last forty or fifty years.

After further brief discussion, the resolution was put, and carried unanimously.

The Conference then discussed private business.

SECOND DAY.

The Rev. R. S. DE C. LAFFAN (Cheltenham) proposed :—

“That this Conference holds that a Secondary Education Department proper, distinct from the Department for Elementary Education, should be established.”

The Bill introduced by the Lord President, he said, would bring for the first time the whole of our national education under the control of one Central Authority. There was nothing in the Bill itself to show that the Central Authority was not to be entirely homogeneous, that the principles which it would apply and the persons it would employ in the inspection which it was to be allowed to make of secondary schools would not be the same as in the control of elementary education. That was a very grave danger, against which that resolution was intended to guard. It had often been said that secondary education in this country was a chaos, and to evolve a cosmos out of that chaos was a very necessary and essential reform; but let them not forget that, if secondary education was chaos, it was a chaos teeming with life, and that the result of rash and ill-considered organization might be to substitute a dead cosmos for a chaos which, with all its defects, was very much alive. The conditions of life in secondary education were elasticity, flexibility, and adaptability to that environment which was given by the different conditions obtaining in different teachers and different pupils. He did not wish to draw a hard and fast distinction between elementary and secondary education, and say that one was for practical utility and the other was for the development of the mind. Both must mix in certain proportions, but he claimed that the proportion of mental development in secondary education was greater than in elementary education. What they had to do was to foster the mind. The danger was lest the whole organism of education should be dominated by those trained in the methods and inspired by the ideals which had governed the development of elementary education.

Mr. J. S. PHILLPOTTS (Bedford) formally seconded the resolution, which was carried unanimously.

Mr. H. W. EVE (University College School) proposed :—

“That the registration of schools, as well as of teachers, is imperatively necessary in the interests of education.”

He said that among the conditions for the registration of teachers it was almost certain that one would be a certain amount of service in an efficient school, and among the conditions for the registration of an efficient school one would be that on its staff there should be a certain proportion of teachers registered as efficient. It would, therefore, be difficult to register teachers without registering schools at the same time. Another point of view was that of the private schoolmaster, who, as far as he could gather, dreaded most that public money should be used to establish schools that came directly into competition with private schools doing good work—a result certainly to be very much deprecated. The best protection these schools could have was some means by which their schools could be registered as being efficient for the work required by the district where they were. Anything that would win them to the support of legislation in the direction of organization would be a very distinct gain, not only for their own sake, but also for the sake of the country and of the Government, who were very anxious to pass a measure.

The Rev. F. DYSON (Liverpool) seconded the resolution. As far as he knew, all those private schoolmasters who were interested in education were quite as anxious as public headmasters could be to have some means by which inefficient schools could be kept down.

Mr. EVE, in reply to a question, said that, as far as he could judge from the Bill, registration would at first be voluntary.

The resolution was then carried unanimously.

The Rev. the Hon. E. LYTTETON moved :—

“That in the registration of teachers a distinction should be clearly drawn between persons qualified to teach in (1) secondary and (2) elementary schools.”

The question as to the nature of the register had excited, he said, a great amount of interest among both elementary and secondary teachers as to whether the register was to be inclusive or not, whether it was only to deal with secondary teachers, or whether it was to embrace all members. He had great sympathy with the sentiment that the registration should be inclusive as far as it went. They ought to lay down distinctly that the register, whether exclusive or inclusive, should be useful. He imagined that what was wanted was a list which would enable anybody looking for a teacher to ascertain at a glance what was the nature of the qualification which would place the name on the register, and whether the qualification was one which applied to elementary or to secondary teaching.

The Rev. W. HOBHOUSE (Durham) seconded the resolution.

The Rev. Dr. RENDALL (Charterhouse) said that, if the resolution went out in its present form, it might be taken to mean separating elementary and secondary teachers. He therefore proposed a rider modifying the resolution so that admission to the one register should not exclude admission to the other.

The Rev. Dr. FIELD (Radley) seconded.

The resolution and rider were both carried unanimously. It was also decided to forward copies of the preceding resolutions and those passed at the sitting on the previous day to the Lord President of the Council.

Hymns and Tunes for School Chapels.

The Rev. F. B. WALTERS (King William's College, Isle of Man) moved :—

“That a Committee be appointed to draw up a book of hymns and tunes suitable for use in school chapels, and to make arrangements for its publication.”

The Rev. J. H. SKRINE moved, as an amendment, and the Rev. T. N. HART SMITH seconded :—

“That a Committee be appointed to draw up an appendix to books already in use of characteristically school hymns for the use of public schools, to be added to as opportunity occurs.”

The Rev. the Hon. E. LYTTETON said that he had been looking forward to getting rid of the present hymn-books and a large number of the hymns they contained.

Eventually the amendment was lost, and the resolution was carried, with two dissentients, it being left to the Committee to appoint the Committee referred to in the resolution.

Mercenary Competition for Scholarships.

The Rev. W. C. COMPTON (Dover) proposed :—

“That every effort to guard against the danger of mercenary competition for scholarships deserves the support of this Conference.”

He said that, while the traditions and customs of many large schools had hampered many headmasters in carrying out the resolution passed in 1892 on this subject, in his own case there had been no difficulty, and he had attempted to act in accordance with that resolution. The Conference were distinctly in favour of encouraging honorary scholarships and, as far as possible, of limiting the value of scholarships to small sums and making the large scholarships eleemosynary. The evils of offering large scholarships to boys had been ably referred to in the Report of the Royal Commission, which stated that there had been much evidence to show that a considerable proportion of the scholarships went to the sons of well-to-do parents, and that the children of poorer parents had comparatively little chance of obtaining them. The Commission also mentioned that scholarships were intended to facilitate advancement on the educational ladder of the sons of poorer parents. He asked their sympathy particularly for the case of poor widows, poor clergy, retired officers, and others similarly situated, who, although used to higher education, were unable to have their sons educated at any good public school without large assistance. He suggested that in all cases schools, in offering their scholarships, should distinctly indicate that parents were invited to make the scholarships won by their boys honorary; that scholarships should be limited to small values; that these small values should be capable of augmentation as recommended by the Royal Commission; and that leaving scholarships should be limited to those who needed assistance to enable them to pay their way at the University. As to distinguishing between the needy and those who were not, he had generally relied on the statement of the parent and on that of the master at the primary school. In the system he had adopted at his school he had failed because the flow of clever boys had ceased. The scholarships he had offered during the last two years had not drawn the clever boys; but that was not to be wondered at, considering what the system had been.

The Rev. C. R. GILBERT (Coventry) seconded the resolution, saying that the pressure at preparatory schools in order that scholarships at public schools might be obtained was very bad for the boys.

Mr. A. L. FRANCIS (Blundell's) said that they now found a difficulty in getting clever boys. These honorary scholarships would be a new horror, because they would mean that not only the clever sons of rich parents, but the clever sons of poor parents, would go to the big schools.

The resolution was carried with two dissentients.

Boxing.

The Rev. Dr. WILSON (Lancing) moved :—

“That the Committee be requested to communicate with the authorities of the Aldershot gymnasium with a view to modifying, in the interests of school physical training, the rules of the boxing contests at the public schools gymnastic competitions.”

The Rev. the Hon. E. LYTTETON (Haileybury), in seconding the resolution, said that experience had shown him how important it was. The effect of the “knock-out” blow, which was a blow delivered, not straight from the shoulder, but sideways and on the tip of the chin, was to produce unconsciousness; and, if it was delivered with a great deal of force, it inflicted a very serious injury to the base of the skull.

Ever since he had heard that the "knock-out" was being legalized at Aldershot, he had refused to allow any of his boys in any way to compete in the boxing. A very curious exhibition of the blow was given last summer at Haileybury. A distinguished stranger from the Far East was being entertained, and, among other things, a display of boxing was given by the professional teacher and some of the boys. One of the boys, quite a small fellow, was engaged in trying to hit the professional on the face as often as he could, and the professor was, of course, merely playing with him. All of a sudden the professional tumbled straight upon the ground. At first it was thought to be a joke, but, on inquiry, it was found that he had been touched very gently on the tip of the chin by the boy, and had been for a second or two incapacitated. That was a very significant incident, because it showed what an astonishingly vulnerable point had been struck. It was most necessary that they should make a stand on this question. It was quite possible that some boy might be killed if a really hard "knock-out" blow was struck in one of these competitions. He rather dissented from Dr. Wilson's remarks with regard to the importance of self-defence as distinct from attack. He should be very sorry to see defence valued much higher than attack, provided that the attack was of a scientific and comparatively innocuous kind. A straight blow from the shoulder was quite capable of finishing a round, but it did not incapacitate a boy, and there was no possibility of any serious ulterior physical injury from it. He was convinced that they had only to represent the matter courteously to the authorities to get the reform carried out at once. The resolution was carried unanimously.

The Science of Education.

Mr. F. J. B. HENDY (Carlisle) proposed the following resolution:—

"(a) That this Conference would welcome the institution at the Universities of a Doctorate or higher degree in Education; (b) that, in the opinion of this Conference, the best interests of education are endangered by the admission of intending teachers while still undergraduates to a course of professional training at the Universities."

A strong feeling, he said, was growing up that the education of the nation was far more important than it had hitherto been allowed to be, and that it might be that the future prosperity of the nation depended upon education in a far higher degree than was at one time thought. Secondary schoolmasters ought, to fit themselves for their duties, to possess the same knowledge of education that the leading men in military or naval circles possessed of the principles of their profession. The country had a right to demand of schoolmasters that they should know all that could be known about education.

After some conversation it was resolved to split the resolution into two parts, part (a) being seconded by Mr. E. H. CULLEY (Monmouth). In the discussion which followed, both the Rev. R. S. DE C. LAFFAN (Cheltenham) and the Rev. G. C. BELL (Marlborough) expressed the opinion that the time was hardly ripe for putting such a resolution. The Conference took this view, and voted the previous question unanimously. It then proceeded to consider part (b), which was seconded by the Rev. G. C. BELL. The Rev. Dr. RENDALL opposed. On being put to the vote part (b) was lost, only two hands being held up in favour of it.

Voice Cultivation.

The Rev. C. R. GILBERT proposed:—

"That, in the opinion of this Conference, instruction and training in the proper use of the voice should form part of a public-school education."

He said that, while they looked after their boys' minds and bodies in their studies and sports, it was very strange that the voice, which was the connexion between the body and the mind, should be left to take care of itself. Prof. Seeley, lecturing at the Royal Institution, said that more than a hundred years ago Bishop Berkeley propounded the question whether half the learning in England was not lost because elocution was not taught in our schools and colleges, and the same question might be asked to-day. "Clergyman's sore throat" was not due to overwork, as had been supposed, but to the improper use of the voice.

The Rev. F. DYSON seconded the motion.

The Rev. the Hon. E. LYTTLETON, in supporting it, said that he had been informed by a professional teacher of this subject that quite recently he had been summoned before the London School Board as one of four experts whom they had found it necessary to employ, because no fewer than a thousand teachers in London at the present minute were incapacitated by the wrong use of the voice.

The resolution was carried unanimously, with the addition of the following rider:—

"And that the Committee be desired to inquire into and devise such means as shall remedy what appears to be a grave defect in the public-school education."

Mr. H. W. EVE then proposed a cordial vote of thanks to their host, Prebendary Moss. Since 1798, when Dr. Butler became Headmaster of Shrewsbury, there had only been three Headmasters of Shrewsbury, and the present occupant of that chair, while falling in no way short of the scholarship and enthusiasm of his distinguished predecessors, had

given to it a character of humaner life, as well as humaner letters, which was beyond their range and the ideas of their age. They were all familiar with the labours of the "tres viri floribus legendis" in compiling the "Sabrinæ Corolla"; he would ask them to think rather of the "tres viri floribus colendis," of whom their host was not the least illustrious.

The Rev. A. R. VARDY seconded the motion, which was carried by acclamation.

The CHAIRMAN having acknowledged the compliment, the proceedings concluded.

MODERN LANGUAGE ASSOCIATION.

THE Annual General Meeting of this Association was held at Cambridge, on Thursday and Friday, December 22 and 23, in the debating hall of the Union Society.

Thursday's proceedings commenced at 2.30 p.m., and the Chair was occupied by the President, Mr. A. T. POLLARD, M.A., Headmaster of the City of London School.

The Hon. Secretary, Mr. W. G. LIPSCOMB, read his report, and the same was unanimously adopted. The report stated that since the last Annual Meeting there had been an increase of fifty-two members.

Mr. POLLARD then delivered his presidential address.

An Unblushing Utilitarian.

He said that he was no doubt honoured with his present position because he was known to hold a very sympathetic attitude towards the development of modern language teaching, and because he presided over a school which, during the last ten years, had taken considerable steps to give reality to that teaching, and to secure to modern languages their due place in English education. It seemed to him more natural that they should proceed in language teaching from the modern to the ancient. Many reasons based on abstract considerations might be advanced for this belief, but utility appealed to him as the strongest argument. He would not himself, however, argue for modern languages if he did not believe that they were calculated to give a thorough intellectual training. In the eyes of some, utility, or rather the suspicion of immediate utility, attached discredit to any subject available in the schoolroom. Why this discredit should attach to subjects which could be shown to develop the intelligence thoroughly and soundly, even if they were useful, would be inexplicable but for many years, perhaps centuries, of tradition. It was only because he thought that the teaching of modern languages did not sacrifice training to utility, either immediate or remote, that he strongly advocated for them a more conspicuous place in our educational systems.

French before Latin.

He would like to see the teaching of the classical languages put later in the school course. We should then have our boys educated through English only at first, then through English and one modern foreign language to begin with, which in one part of the country might be French, in another German. At a fairly late stage a bifurcation would take place. At present, quite early—that is, a few forms from the bottom—a bifurcation might be found separating schools into two parts, divorcing boys intended for various kinds of life from one another, to the great disadvantage of all. The unity of the school would be assured, boys would be brought up together, and there would exist between them a sort of kinship, bred of common studies during a large part of their school life. There would be the stimulus exerted by the classical boys which would be greatly to the advantage of the modern boys. There was another advantage in the system which had been indicated.

A Democratic Reform.

It partook of a national character and specially merited consideration at a time when the problem of secondary education seemed likely to come before Parliament. The State was forced to consider how boys of talent might pass from the public elementary school to the secondary school, whether first grade or second grade. Whenever this question came up, the great difficulty was found to be the dovetailing of the studies of the three sets of schools. This dovetailing could never be perfect, and, if only selected boys passed from one sort of school to a higher, the fact that they were obviously above the average in intelligence would soon set right any slight want of completeness in the organization of studies; but, if there were a sequence, more or less defined, of school subjects applied to first grade, second grade, and public elementary schools alike, the transfer of boys from school to school would be comparatively easy. Secondary education was far too complex a thing to be settled by any one nostrum whatever. Approximate solutions were all that was possible. Would-be educational legislators should rather suggest lines of organization than prescribe formule. In the Blue-book of "Educational Reports," edited by Mr. M. F. Sadler, to whom they owed so much, there was an article by Mr. Sadler himself, narrating the development in Germany of views similar to, though not quite so advanced as, those which he (Mr. Pollard) had stated. It appeared that, in 1865, Ostendorf, the Headmaster of

the *Realgymnasium* at Lippstadt, publicly declared that from year to year he was definitely inclining in favour of beginning the systematic study of foreign languages, not with Latin, but with some modern tongue, and that through this educational reform—in itself, as he thought, pedagogically wise—means might be found of unifying the earlier stages of secondary education.

Teachers—Natives or Foreigners?

It might be well to ask who should be the teachers of modern foreign languages. If there was any truth in the ascription of superior educative value to the classical languages, it might be inquired whether this superiority was really inherent and inseparable, or whether it did not largely arise from the way in which the teaching of those languages had been systematized as compared with that of modern languages. In many schools French and German were, or had been, committed to the care of Frenchmen and Germans. There was a strong tradition behind that system, and, no doubt, apart from tradition, it was capable of some defence. He must ask those foreigners who were present to excuse him for expressing his views somewhat plainly. They were only what they would hear from their own countrymen in their own countries in regard to the teaching of foreign languages. He did not deny that in England it was possible to find foreigners who were disciplinarians as well as linguists, or that it was possible to find foreigners who could appreciate English idiom and its difference from their own, or—but on this point he spoke with great diffidence—men whose accent had not deteriorated in their voluntary exile; but it might fairly be doubted whether in any considerable number of cases those characteristics were ever found together. In the schools at Frankfurt there was not a single foreigner teaching foreign languages. There was not even what we in our public schools called, with some slight suggestiveness, a modern master. The modern master in Germany was a master first and a modern master second, and in both capacities he was always a German. That is to say, he began in sympathy with his pupils. The German school, therefore, relied on the native German master, and in Germany the difficulty as to the highest stages of a foreign language was overcome rather ingeniously at the Universities. There they found an official subordinate to the professor, called a *Lektor*, who was almost invariably a native of the country whose language he taught, and these *Lektors* were renewed before their accent had time to deteriorate. The prizes of the profession went to the German. Until the Englishman felt that the prizes were open to him in his own country progress was not likely to be made.

Settle your Method.

He was not competent to discuss how modern languages should be taught, whether phonetically or not, but he should not divide that audience if he suggested that the teacher of a modern language might with advantage himself be a phonetician. It could not do harm to the teacher whether the teaching of phonetics might or might not puzzle the pupil. The crux of the whole modern language question in England was how to get teachers and how to teach. Until they could get the elements of a method settled, progress in modern languages for the mass of boys was impossible. We had nothing in England to compare with the official programme of work and curricula for higher schools in Prussia. In this direction lay the opportunity of the Modern Language Association to do its real work. Mr. Sadler's recent volumes of "Reports" were a revelation of foreign methods which were standing the test of time and success, and it could not be out of the power of the experts on their body to suggest methods or to adapt methods already in use abroad, with a view to the requirements and conditions of English schools. They must proceed slowly. In a country like ours it might be well to recall Lord Bacon's maxim, that, while "a froward retention of custom is often as dangerous a thing as an innovation, . . . it were good that men in their innovations should follow the example of time itself, which innovateth greatly but quietly and by degrees scarce to be perceived." If through the efforts of the Modern Language Association collectively, and of its members individually, some simple foundations of method could be laid down, and text-books suitable for carrying the method out could be issued, the battle of good modern language teaching would be won in time. The plan adopted by Mr. Sadler through his Blue-books of opening the eyes of English teachers by trying to soak them with the experience of foreign countries was calculated to bring about the best results; but he (the speaker) was afraid that missionaries were necessary to get schoolmasters to read them.

A Missionary Society.

The Modern Language Association was their missionary body ready to hand. Let them approach the schoolmaster gently and persuasively. Let them remember his weaknesses, how shy he was in educational matters, and how ready he was to take fright—particularly the headmaster. Let them also not expect too much from boys. They knew how hard it was in a class-room to extract from an English schoolboy an English sentence. Let them not expect more from him in French or German than they got in English. He welcomed Dr. Breul's recently published essay on the teaching of modern languages, but he would urge the Modern Language Association to address itself to some corporate effort on limited lines for the improvement of French and German teaching in the lower classes of schools.

Language and Commerce.

The teaching of modern languages had an important bearing on the commercial well-being of this country. Schoolmasters might accept the situation and prepare boys to meet the wants of the commercial community, but it seemed clear that there was no immediate market in commerce for the schoolmaster's best products, and higher education seemed to give a boy no advantage at the start, though the foundation laid might be of the highest value later on. While in large departments of business a knowledge of foreign languages was all-important, advanced knowledge in any subject was not of immediate value to boys leaving school direct for business. Under those circumstances, commercial men allowed them, at present, a free hand in the teaching of nearly all subjects, foreign languages included. It rested, he believed, with schoolmasters and schoolmistresses to do their best to make their teaching of modern languages the teaching of living languages, and they would have their own way. If they could do this, they would anticipate a movement for purely colloquial modern language schools, in which the teaching would tend to concern itself with the price of vegetables or the rate of exchange, and would have no literary element. There were already signs among men engaged in commerce that it was not this or that educational panacea which was thought likely to maintain or to improve British commerce, but education itself without the word classical, modern, or commercial as a prefix. Let them make modern languages a real educational instrument. Let them not forget that they were living languages, and they would not have to contend with more grumbling in regard to modern languages than was normal on the part of parents with regard to every subject of study. Lord Reay quoted, the other day, a passage in a report from Mr. Powell, the British consul at Stettin: "The great success which has attended German trade since 1873, and more especially during the last ten years, has been frequently attributed, in Great Britain, to the superiority of technical and commercial education in Germany. This is not the view taken by those best able to judge of the facts by a close acquaintance with them in Germany. They are rather of opinion that this success is due less to superior commercial education than to the high state of general education that Germany has enjoyed for many years." Opinion in England was asserting itself in favour of general education as the important thing. It often seemed to him that, if the schoolmaster cultivated a little more imagination, a little more of what might be termed educational perspective, a fuller idea of the relation of the school to the community without, of course, lowering his conception of education to the immediate wants of the business man, many difficulties might have been avoided. He did not think that sound educational and literary modern language teaching was in any real danger from the commercial point of view; but, nevertheless, it was desirable to ask, in case the outlook became less rosy that he felt it to be to-day, how commercial education in connexion with modern languages could be safeguarded, and how the teaching of modern languages could be maintained at a high standard in schools which, on one of their sides, were bound to have an eye to the future requirements of boys intended for a commercial career.

We look to the Universities.

His mind naturally turned to the Universities, but he would not discuss the question of the relations of Universities and schools, as that was the subject of the first motion before them that afternoon. Schoolmistresses had their grumble against the Universities, yet those whom he was addressing had an annually recurring grievance. He hesitated to refer to it; but it was so well known and so acute that he was letting out no secret when he said that it was the scholarship examination question. They sent up their best pupils to compete for the pecuniary prizes which the Universities offered, and they knew that they could not take them in by half knowledge. He hoped that they would never come in England to a condition of things where there would be one kind of higher secondary school preparing boys for the Universities and another kind preparing boys for commerce. He believed in the mixing of both kinds of education in one school. It was because he hoped that the Universities would adapt themselves to the conditions under which modern languages were likely to be taught in schools in the future that he was glad that this meeting had been held in Cambridge. It showed, at any rate, that modern language teachers would like to associate themselves with the Universities, to which he, for one, looked to secure that the modern side of first grade schools retained the real spirit of education, and that second grade schools approximated as nearly as might be to the high standard to be maintained in higher schools under the dominating influence of the Universities. For himself, he would rather fall into the hands of a living University than into the hands of man, the mere human man, as typified by the struggling material interests of County Councils or whatever Local Authority was to superintend secondary education.

The Rev. E. S. ROBERTS, President of Caius, said that he had been commissioned by the Committee to propose a vote of thanks to the President for his admirable address, and no pleasanter task could have been assigned to him, for he felt extreme sympathy with the objects of the Association. He wished, while soliciting the adoption of the vote of thanks, to give expression to the hearty welcome which the residents in the University accorded to the Association upon its visit to that

ancient seat of learning. The address had put very lucidly before the meeting those problems which they all felt must be sooner or later solved. It was evident that it would take a very wise man to assign to modern languages their proper place in school teaching; but it was equally clear that the Universities must look to those men who held commanding positions like that of the President to settle the question in a large measure for them. It had been said that the function of the Universities was to lead and to guide the schools; but, though that was excellent in theory, it was at the same time the fact that the Universities must look at what was practicable at the present time and in the near future. The President of last year, Mr. Welldon (now Bishop of Calcutta), said in his address that he hoped that the time was not far distant when the Universities would afford to modern languages something like the same welcome and the same encouragement which they afforded to the ancient languages. He (Mr. Roberts) believed that the welcome and the encouragement had already come, and, if only there could be a substantial increase in the number of students, the welcome and the encouragement would be doubled or even fourfolded. He would not enter into the vexed question of the entrance and other scholarships. He was aware that it had been a reproach to both Universities that so few of the colleges had offered entrance scholarships for modern languages; but he was sure that, if the candidates who came forward by merit were crowded out in comparison with their mathematical and classical comrades, the injustice of their being crowded out would be recognized, and every college would open its doors to them. He was convinced that the present unsatisfactory state of things would be sure to amend, and, if it did mend, that result would be due in a very large measure to the efforts of teachers and commanders like the President. It was a happy omen that the first meeting of the Association in Cambridge was taking place in that hall, which, of all places in the University, might be regarded as the home of youth, of vigour, and of promise.

Prof. POSTGATE seconded the vote of thanks. This was the first occasion on which he had attended a meeting of the Association, and he had learned a very great deal during the short time that he had been there. The topic in the address which appealed to him personally with most force was the incidental and yet considerable stress which was laid upon the subject of phonetic teaching. He wished that they could be told not only how to teach modern languages but how to teach ancient languages. He was sure that the first instruction would be to teach from the living lip to the living ear. It had been mooted that the University ought to add to its attractions one of a somewhat novel kind. If, for example, the President had spoken his address into a phonograph, his exact pronunciation could have been reproduced for the benefit of future generations. He would take the liberty of suggesting that the Association should throw some of its interest in that direction, and that they might ere long have in every educational institution an instrument for obtaining the correct pronunciation of spoken words without the danger of deterioration of accent which, it seemed, unfortunately attended the foreigner when he had been a considerable time away from his native land. He (Prof. Postgate) wished to echo the thanks which the mover of the resolution had uttered, for the words of mature experience and broad-minded theory which ran through the President's address from beginning to end.

The vote of thanks was put by Prof. SKELAT, and carried unanimously.

The PRESIDENT acknowledged the resolution. Referring to a remark of the proposer, he said that it was difficult for the schools—or, at any rate, the day schools—to send up many boys for modern language scholarships at either Oxford or Cambridge, because they had no endowments to offer them to supplement the money given by the colleges. Unless the colleges could offer more, it would be, he feared, very hard to get boys to take scholarships in modern subjects.

The meeting adjourned for half an hour, and in the interval the company partook of tea in the luncheon room.

THE MUTUAL RELATIONS OF SCHOOLS AND UNIVERSITIES IN REGARD TO THE STUDY AND TEACHING OF MODERN LANGUAGES.

Welcome to Cambridge.

Dr. BREUL opened the discussion. It was with a feeling of intense satisfaction that he welcomed the Association to that ancient seat of learning. He hoped that the experiment of holding the Annual Meeting out of London would be a success. The very possibility of such a meeting at such a place was an encouraging sign of the times. The University of Cambridge instituted a special Board for Medieval and Modern Languages in 1879 and a Medieval and Modern Language Tripos in 1884, in which examination up to now exactly two hundred students had taken honours. Moreover, by its various Local examinations in connexion with the sister University, it was doing a great deal to promote the careful study of modern languages in schools. It was, therefore, a place particularly well suited for a careful review of the mutual relations of schools and Universities in this country. He rejoiced to see at that meeting many representatives of the Universities and of the leading schools, and also Mr. Sadler, from the Education Department. He hoped they would freely express their views, and give the University the benefit of their experience.

The Present State of Things.

During the last forty years the Universities had been doing excellent work in assuming the functions of responsible bodies for guiding and testing the teaching of the schools. They also influenced the schools deeply by the requirements of their various matriculation examinations. This work naturally devolved upon the University authorities the necessity of looking out perpetually for any possible improvement in the method of teaching or examining. But, in addition to undertaking the work of testing the teaching, the Universities had more recently begun to provide teachers, and they had, within the last twenty years, established instruction in modern languages by competent teachers on a scientific basis. At Cambridge, the present lecturers were appointed in 1889, and in the younger Universities of Victoria and of Wales there were chairs of modern languages no less than of classics, mathematics, and science. This fact showed that the Universities had begun to recognize their responsibility to the country for providing the highest teaching in those subjects, and thus meeting a real want. They were, to some extent at least, aware of the paramount importance of promoting research and original work in connexion with the Universities, hitherto a much-neglected field.

What is Wanted.

But, still, though much had been done in these various directions, it was no less certain that much remained to be done. Speaking generally, they desired a still closer connexion and more thorough mutual understanding between the Universities and the schools on all points of importance: hearty co-operation for the institution of a proper school curriculum; and an examination of the various methods with regard to their scientific, practical, and educational value. In this respect the Modern Language Association could render invaluable service to the profession as well as to the country. The Universities should, as far as possible, meet the want of schools, and the schools must help the Universities. The Universities should take note of all the pressing needs in this department as well as in others. One point which naturally occurred to him was that of *viva voce* tests in the different examinations; but, as that was to be discussed at the second day's meeting, he would pass it by. Apart from that point, there was the question of entrance scholarships. After what had been said on that topic, he would venture to say that there was a pretty good number of scholarships available if only the number of students applying for them was greater. He thought that the colleges should, if possible, assign fellowships to deserving modern language students. Bursaries and travelling scholarships should also be instituted. Universities and County Councils, on the recommendation of the Universities, might do something in those directions. Modern languages might also be included among the subjects in which prizes for original literary or philological work were given by the Universities. Another means of help at the Universities would be the existence of good reference libraries, like the German *Seminar-Bibliotheken*, to which students could at all times have free access. Sight translations from French and German should be required from all candidates for honours at University and college examinations. And he could not help feeling that some more improved phonetic apparatus should be provided. A number of important questions of phonetics were now being discussed, and a small outlay in connexion with phonetic apparatus would be of the greatest use. If the suggestions he had made were carried out, the schools would no longer be able to say that the Universities did not give a fair chance to the boys who came up to be trained. On the other hand, the schools could help the Universities. First, they could allot more time to modern languages. Secondly, the schools should provide good instruction by really qualified teachers who had gone through a special scientific and practical training for their profession. They might elaborate and arrange a well balanced and satisfactory curriculum which would secure, among other things, adequate representation of German. He had long had a feeling that very often German received scant attention, and he thought that that state of things ought to be amended. It was obvious that, if the schools taught but little, there would not be very good results at the Universities. Lastly, if the Universities were expected to train most of the teachers for the future, let the schools send up a sufficient number of well trained, bright and intelligent, and well prepared boys and girls, even, if possible, without an entrance scholarship. They ought to be able to do a decent piece of composition and to have some idea of the history and the geography of the foreign countries whose languages they proposed to study. As to other information, let them have a solid foundation of English and be able to write, at all events, a good English essay. Discourage early specialization and do not attempt any old French or old German, which is really University work, and let them not wholly lay aside their classics. He did not understand how a man who wanted to study the Renaissance drama of the French, or the masterpieces of Goethe, could do so without having some knowledge of both the classical languages. He hoped that the discussion of these aspects of the question by experts would help to bring about a more complete understanding between the two great factors of higher education in a field in which there were many important problems waiting for a speedy and satisfactory solution. There were, no doubt,

large opportunities in store for modern language study in the twentieth century, and it was for the Universities and school teachers of the present generation to see that the hopes of the future should not be disappointed.

Prof. SCHÜDDEKOPF wished to give expression to the feeling of admiration with which he and, he was sure, other representatives of languages had listened to Dr. Breul's eloquent address. There was no doubt that, with regard to the question of research, England was very much behindhand in comparison with other countries, including the United States; and yet research was a matter to which they all attached very great importance. He should like to see research work done not only by University teachers, but also by school teachers; but at present University teachers were so overburdened with examinations that they had little, if any, time left to undertake it. In his opinion the remedy was very simple. The University lectureships which had not been changed into professorships ought to be raised to professorships as speedily as possible. Further, in the case of the more important chairs, assistance ought to be provided so that the professors could devote their time to the higher branches. If the Universities would insist on a piece of original work as part of their higher examinations, as in the *Staats Examen* in Germany, things would be altered for the better. If that was done, students would have to be initiated into the methods of original research as regarded both literature and philology. There must be at least a thousand modern language teachers in the Universities of Germany all preparing to be teachers of French or English; but he thought that he should be safe in saying that in this country the number of modern language students who had a similar object in view was not more than a hundred. He wished to call attention again to what had been said as to the lack of encouragement as in the form of entrance scholarships, fellowships, and other rewards awaiting successful students of modern languages. At his own University, the Victoria, there was not a single such prize, although there was an Honours School of Modern Languages. He believed that not a single fellowship had been awarded at Cambridge to students taking the Medieval and Modern Languages Tripos.

Prof. FIEDLER said that he heartily sympathized with the views and suggestions put forward by Dr. Breul. The mutual relations of schools and Universities might, he thought, be fairly summed up in one sentence—the Universities should supply schools with properly trained teachers, and the schools should send to the Universities properly trained students. Reform must come from above, that is to say, from the Universities and not from the schools. He held that in the best interests of education the modern language masters in English schools must be Englishmen. He was aware that in discussing that point he was on very thorny and dangerous ground; but the question must be faced, and personal considerations must be put aside. There were, no doubt, exceptional men from foreign countries who could teach English students successfully, but the system could not be formed for exceptional cases. Modern language students in German schools were taught by Germans, and it was an acknowledged fact that the results in those schools were superior to the results which could be shown in England. He believed that a foreign master was rarely in sympathy with his pupils, and it was very difficult for such a man to grasp their linguistic difficulties. Modern language teaching would gain in dignity if it was generally performed by graduates of English Universities. The line between Universities and schools should be clearly drawn so that there should be no overlapping. They must look forward to the time when there would be at Cambridge not only a Modern Language Tripos but a modern language professorship.

Dr. HEATH said that, in speaking of the want of time given at schools, and the lack of encouragement given by the Universities, they were, after all, only touching the fringe of the subject. The difficulty lay deeper. That fact had been brought home to him more strongly since his work had been administrative than when he was a teacher. They who were interested in the scientific study of modern languages and literature had not yet succeeded in convincing the English people that that study had the same educational value as the study of the classics, mathematics, and philosophy. And they had not succeeded in convincing the leaders of thought that modern languages were essential to the life of England as a nation. Until they had accomplished those two results the problem would not be solved. He knew that the condition of things with regard to entrance scholarships and examinations was unsatisfactory, but that fact did not seem to him to be anything more than an expression of the underlying canker.

Mr. HOWARD SWAN said that he should like to give the result of his seven years' experience as bearing upon the question of the relation between the school and the University, and for the sake of brevity he would put forward seven principles—one for each year. First, a language must be taught, in the first instance, orally. A phrase used by a previous speaker could stand for the principle—"The living lip to the living ear." Secondly, a language should not be taught in phrases and sentences thrown pell-mell together; but the lessons must be carefully organized beforehand. This principle he would indicate by the phrase—"Feed your pupils with honey and not with the undigested pollen." Thirdly, the language lessons should be, on the one hand, true to life,

and, on the other, just to the inner mind. He would sum up this principle in the sentence—"The Christian spirit is more powerful than the Roman." Fourthly, he would advise the teaching of truths of simple life before more difficult expressions, and the teaching of these in both modern and classic languages. This principle might be called to mind in the phrase—"The good Roman citizen loved a simple private life and a glorious public State." The fifth principle was that classic languages also should be largely taught orally, and with the Continental pronunciation. This would aid in teaching the foreign accent and idiom. For this principle of oral teaching of Latin and Greek he would put the phrase—"The Roman and Greek both had lungs." The sixth principle was that, if the modern language teachers wished the teaching of languages improved, they must press for a change in examinations. A great change had come during the last few years over language teaching. He had recently attended the meeting at the Mansion House at which Lord Reay spoke. That meeting, and the present one of the Modern Language Association at Cambridge, marked an era in language teaching. But they must press for the heads of all education to encourage the teaching by altering the examinations. This principle he would put as—"Touch the master key" or "Turn the pressure on at the main." For the seventh principle, and in order to do the sixth more effectually, some attempt ought to be made to teach the classics themselves in a more modern style and on scientific principles common to both modern and classic languages.

Mr. A. TILLEY said that Dr. Breul and Dr. Schüddekopf seemed to imply that no fellowships were given at Cambridge for modern languages. He should therefore like to state that at his own college—King's—modern languages were on precisely the same footing as any other study with regard to the fellowships no less than with regard to the scholarships. It was quite true that they had not yet given a fellowship for modern languages, but the reason of that was that they had never had a serious candidate. He knew as a fact that a student who had passed in the Medieval and Modern Languages Tripos was now in Germany collecting material for a dissertation, and, if that dissertation was up to the fellowship mark, he would have as good a chance of getting a fellowship as a student in any other subject. With regard to Dr. Breul's recommendation that prizes and scholarships should be founded for modern languages, it should be borne in mind that all University prizes and scholarships had been founded by individuals. The way to accomplish what was desired was to persuade some rich and beneficent individual to found a scholarship or a prize for the subject now under discussion. With regard to the encouragement generally, he thought that it would be found that plenty of encouragement would be afforded to modern languages in the near future. During the past year no statesman or no one who thought that he was a statesman had addressed an audience on the subject of education without impressing upon them the advisability of studying modern languages. He believed that before long the nation as a whole would insist upon increased attention being given to that subject. In view of that probability it was the business of schools and of Universities to co-operate to secure that the standard of education should be a high one. At present the ordinary British parent was content with a low standard, and he did not understand that even for practical purposes nothing less than a thorough knowledge of a foreign language was of the least use in competition with other nations. The basis must be a thorough grammatical knowledge, and this it was the business of the schools to impart. Those persons who wished to study for scholarships afterwards would go to the Universities, and those who wished to study them for commercial purposes would go to what he hoped would be largely increased in this country, namely, commercial schools. The different kinds of teaching must not be confused. As to the providing of teachers, the headmasters of public schools must bear in mind that a man fresh from the Tripos was not ready to take a mastership in a public school. He ought to spend a certain amount of time in foreign countries before he was fit for such a position.

Mr. SOMERVILLE, as belonging to one of the public schools, wished to offer a very drastic piece of advice to the Association and to the Universities, and that was, that they should combine to abolish modern sides in all the schools. He had been rather alarmed at what Dr. Breul had said with regard to what should be expected of boys who came up to the University to study modern languages. It seemed that far more was required from the candidate for the Modern Language Tripos than was required for the Classical Tripos. This was a counsel of perfection which might be possible of attainment by their Teutonic cousins, but was not possible to the British boy at the age at which he came to the University. By abolishing modern sides he did not mean the abolition of the study of modern languages. He meant that they should start with four subjects and teach them thoroughly. He would suggest that every boy should be taught Latin and French, and the elements of mathematics, and a little science. By thorough teaching he meant that the boys should be taught to think. One of the most remarkable things said at the recent conference at the Guildhall, London, on the subject of commercial education was said by Sir Albert Spicer. It was that the experience of his firm in employing boys was that, for the first two years the boys from the Board schools were much more useful and more sought after than public-school boys, but that in the end, when

the public-school boy had a chance of doing something on his own account which required thought, he ran ahead of the Board-school boy because he had been taught to think. That was a very valuable testimony. As to the training of teachers for public schools the question was practically settled. The great majority of the teachers of modern languages throughout the public schools of the country were University men. The advice given by Mr. Tilley with regard to men going abroad to study before coming to teach was already being largely acted upon.

Prof. RIPPMAUN said that there was a practical matter with regard to which they might do some good by passing a resolution. It was under the regulations of the London Matriculation. Every one knew how damaging those regulations were. There was a great difference between what was recently contemplated and what was afterwards settled, and the difference was obviously to the disadvantage of what might be called the literary, as compared with the scientific, student. He concluded by moving:—

"The Association is of opinion that the London Matriculation Examination, as revised, will press with undue hardness upon that large majority of candidates whose tastes and future work are literary, and unduly favours the minority who intend to study science and medicine. They are further of opinion that the effect of the new Regulations will be to discourage the teaching of modern languages in schools."

Mr. PAYEN-PAYNE seconded the resolution. He said that he happened to be one of the unfortunate people who sometimes prepared for Matriculation Examinations at London. A student whom he knew went to one of the London colleges in order to be prepared in elementary science, and they would not have anything to do with him. They said: "We do not prepare for that. All that you have to do is to read up such a book," and then they named a certain well known compilation of science.

It was agreed that the consideration of the resolution should be deferred until the next day's meeting.

Prof. E. A. SONNENSCHN (Mason University College, Birmingham) read a paper on "Terminology." He said that the precise question to which he was to address himself was: "What is needed in the matter of terminology in modern language teaching?" The very fact that he had been asked to open a discussion which might lead, as he was informed, to the appointment of a sub-committee indicated a belief that something was needed, and that reform should lie in the direction of uniformity in all languages in the use of grammatical terms, and not merely uniformity as between the various schools teaching any one language. The Grammatical Society, which was formed in Birmingham twelve years ago, had advocated uniformity in the former sense. They felt that grammar, as the logic of language, was essentially one and indivisible. What was to be the basis of uniformity in terminology? It was obvious that there was no recognized system of terminology in English grammar common to all grammars. English grammar was, in fact, a tangled jungle, in which the caprice of individual grammarians ran riot in regard, for instance, to the number of parts of speech and the number and names of cases and of tenses and of moods. He would lay it down as a fundamental proposition that any common system of terminology suitable to all modern languages (or even to English, French, and German alone) must be based on a common point of view. In the construction of such a system the meaning underlying the particular forms of any language must be considered, and the best scheme would be that which led to the simplest and most intelligible classification of the forms. The task of constructing a uniform system of terminology would be no light one, but it would be a task worth performing if it was the only possible way of getting rid of the perplexities which at present impeded the work of the teacher and befogged the mind of the learner. A confused terminology was the parent of all sorts of misconceptions, which were too commonly ascribed to the innate stupidity of the pupil. The author then cited some of the more conspicuous anomalies of the present system of grammatical terminology. The same form of a word was called by different names by different grammarians; and, on the other hand, there was "a plentiful absence" of distinct names for really different things. Both classes of defect were illustrated by many examples and criticisms of current terms. The words "conjunction" and "adverb" were quoted as instances of words of different grammatical kinds being placed under the same heading. Those terms might have inscribed over their local habitation in the grammar the words, "Rubbish may be shot here," for when a grammarian did not know what to do with a word he called it either a conjunction or an adverb.

Mr. R. L. MORANT (London) said that the paper had brought out very clearly the fearful tangle which prevailed in the grammar of the English language. Grammar could be more easily terminologized if it was considered as an application of terms to functions of thought rather than to words as words. For instance, the same word might be many different parts of speech, and it was misleading to a child to ask: "What part of speech is such and such a word?" Grammar should be presented to children as an analysis of forms of thought, and not as a categorization of individual efforts; and the mind of the pupil should

be directed to the thought which was conveyed by a word rather than to the mere inflexion.

Mr. HOWARD SWAN added a few words, but the further discussion of the subject was precluded by want of time.

The following ten members were elected out of fifteen candidates to serve on the General Committee:—Mr. W. Dewar, M.A., Rugby School; Prof. G. Fiedler, Ph.D., Mason University College, Birmingham; Mr. E. L. Milner-Barry, M.A., Mill Hill School; Mr. L. M. Moriarty, M.A., Harrow School; Prof. J. P. Postgate, Litt.D., University College, London; Prof. Victor Spiers, M.A., King's College, London; Mr. Fabian Ware, B.ès L., Hampstead, N.W.; Mr. J. D. Whyte, M.A., Haileybury College; Prof. J. Wright, M.A., Oxford; Mr. A. T. Pollard, M.A., City of London School.

The meeting then adjourned until 10 o'clock on the following day.

The meeting on Friday, December 23, commenced at 10 o'clock. The Chair was taken by Prof. W. W. SKEAT, President-elect for 1899.

Mr. SIEPMANN (Clifton College) introduced a discussion on "Examinations in Modern Languages." He said that England possessed the most elaborate and the most complicated system of examinations in the world. The passing of examinations and the testing of teachers' results appeared to be the chief aim of all instruction. Voices had been raised from time to time against the frequency of examinations and the mode of conducting them. A protest entitled "The Sacrifice of Education to Examination" appeared in the *Nineteenth Century* magazine of November, 1888. This was followed by a controversy on the subject, but nothing had been done to remove the existing evils. The most serious charge against the present system was, in his (Mr. Siepmann's) opinion, made by Professor Max Müller, who said: "All real joy in study seems to me to be destroyed by the examinations as now conducted. Every book, even to the number of pages, is prescribed. The required number of pages is got up under compulsion, and, after the examination is over, what has been got up is got rid of again like a heavy and useless burden." This view was corroborated by many other eminent men. The late Prof. Freeman spoke of "the spectre of an examination deadening everything and giving a wrong motive for work." In plain words, students were examination-ridden. There was a consensus of opinion among the teachers of the best schools that examinations by outside examiners were injurious to the school curriculum, and that they introduced cramming and the getting up of examination tips. Most persons would like to see the number of examinations diminished, and the mode of conducting them made more rational. The German *Abiturienten Examen* was free from the bad effects which the English system produced. Mr. Matthew Arnold, in his "Schools and Universities on the Continent," commended the Prussian system of examinations. In such examinations the trick of answering printed questions was of no avail, and there was no tendency to cramming. There were no set books, but the examiners were experienced teachers who tried to find out all that candidates had learned, and were not bent on ascertaining what candidates did not know. There was a *viva voce* as well as a written examination, and the candidate's previous work was taken into account. He would admit that in the worst conducted examinations in England the best candidates came out at the top, but he objected to the constant examination of young children for the sake of advertising the schools. Modern language masters had special cause to be dissatisfied, because, under the present system, it was quite possible for the deaf and dumb to gain the highest distinctions in most examinations. Living languages were treated like dead ones, and boys had no chance of showing that they could express their own thoughts in a foreign language. Teaching was, in general, given with a view to the examinations, and hence the examinations blocked the way to reform. The experiments which had been made with the *Neuere Richtung* in Germany had proved a great success in many ways. Miss Brehner had reported that the results of modern language teaching in Germany were positively brilliant. They were given to understand that those results were due to the improved method, but the great majority of the German schools did not follow that method. Indeed, the Prussian Government did not allow the employment of phonetic texts, and insisted on translation. He was prepared to adopt all that was sound and progressive in the *Neuere Richtung*, but when it came to introducing the foreign language for the explanation of grammatical principles, or to do away with translation, he parted company with it. Geheimraat Münch, one of the most enlightened men in Germany, was of the same opinion. The advocacy of the abolition of translation and composition would do no service to the cause of modern languages in English schools. Modern language teachers had special cause to guard against taking any steps which would endanger the recognition of their subjects as valuable instruments of a sound and liberal education. The recognition which foreign languages enjoyed in Germany and France was not given to them at present in this country, and it was out of the question to expect any revolution in this respect. What modern language teachers wanted to establish was the fact that French and German, if properly taught, afforded the same kind of mental discipline as Latin and Greek, and that they had the additional advantage of being extremely useful. Unseen translations should be substituted in examina-

tions in place of set books; a *viva voce* test should be introduced in all examinations, and to this not less than a quarter of the total marks should be assigned; grammatical questions should be restricted to essentials; questions of literature and philology should be excluded from school examinations; a dictation should be given in all examinations; a passage should be given for translation into the foreign language; in the case of the younger pupils, an easy piece in the foreign language should be read to them twice, and reproduced on paper; and, in the case of older pupils, a short essay should be set on a topic within the grasp of every one.

Prof. BRAUNHOLTZ said that in University examinations a combination of French and German was often regarded as advantageous. He differed from that view. Those two languages were not closely associated with one another, as were Latin and Greek. The reason why there was a tendency to associate French and German was that in the schools they were often both entrusted to the same master. His advice would be that the University modern language examinations should be so arranged as to discourage students from the attempt to acquire a complete mastery of two living foreign languages, and that at schools the different living languages should be taught by different teachers.

Prof. RIPPMAUN said that Mr. Siepmann had put before the meeting some most burning questions. He could not allow his remarks to pass without some protest. As to the results obtained by the Prussian Government, it must be remembered that a Government would never take the most advanced work. It would always adopt a conservative line of action. They must go to the best men for the best methods. He would venture to say that, in Germany, the most important modern language work had been done, not in Prussia, but by the Sächsische Neuphilologenverein, the Society of Saxon Modern Language Masters. He joined issue with Mr. Siepmann as to the question of composition. He would venture to say that no extremist would go so far as to say that free composition was to take the place of what was usually called composition. Composition, as it was usually understood, had a very real value. What the reformer said was: "Encourage the children to use the modern language freely in a simple way, and give them a good vocabulary of common words." He believed that the way to lead the children on to the literature of a language was to give them a good stock of everyday words. As to examinations, he doubted whether there should be any at the early stages.

Mr. HOWARD SWAN recommended that, in connexion with the question of examinations, the Society should seek the help of some of the authors of the three chief countries whose languages were dealt with.

The CHAIRMAN (Prof. Skeat) said that he wished that every examiner would "remember mercy." Some of the papers which he saw were absolutely unmerciful and entirely beyond the grasp of the pupil. Let examiners have a little sympathy and ask themselves whether they could have answered the questions themselves at the same age and do them in the time.

Mr. MILNER-BARRY wished to say a word with regard to Local examinations. Representatives of Oxford and Cambridge and also of the Universities Joint Board were present at this meeting, and he should like to have from them some information as to how far any resolution which the Association might pass at future meetings would be considered. Local examinations had come under a certain amount of condemnation; but he personally thought that they had exercised a most healthy stimulus on the teaching of many schools. English schools especially required a great deal of outside stimulus. As to *viva voce* examinations, they had been found impracticable in the local examinations for the London Matriculation. There had been as many as fifteen thousand candidates, and a *viva voce* examination would be a very great scheme to be embarked upon. But he thought that, if elementary composition was introduced into the Junior and the Senior papers, the alteration would tend to bring about better teaching in the schools. This feature had been adopted by the Intermediate Board in Ireland; but he might add that that Board was at present in a chaotic condition.

Prof. KEYNES said that any suggestion which the Association made to the Cambridge Local Examinations Syndicate would receive the most careful consideration. The object of the examinations was to improve teaching throughout the country. He regarded the members of the Association as well qualified to express views with regard to the way in which alterations in the examinations might improve teaching. When such views were formulated they would receive the fullest attention. As to oral examinations, he believed that most, if not all, of the members of the Syndicate felt that the introduction of such examinations would be an improvement; but he hoped that the members of the Association would realize the enormous difficulty which there would be in carrying them out in the Local examinations. As to unseen translations, they could be adopted in the Local examinations as an alternative to set books. There were two pieces given, one of which was compulsory, and the other was essentially for a mark of distinction. The suggestion made by Mr. Milner-Barry with regard to the position was interesting.

Prof. SONNENSCHNIDT wished to protest against the attitude of those who regarded the teaching of modern languages as entirely divergent

from that of ancient languages. He was in favour of a *viva voce* test for both. He had managed to get a *viva voce* test in Latin into the syllabus of the University of Wales, and it had been carried out for two years. The attitude of some of the speakers seemed to show that they wished to cut themselves off from those methods of teaching which had rendered the ancient languages a real source of discipline, and had given dignity to the schools. As to set books, they had a value on account of their own subject-matter in addition to their use in teaching the language in which they were written. With regard to the teaching of grammar, it was necessary as a means of disciplining the pupil's mind. He did not believe in beginning by requiring the pupil to swallow the grammar in a mass. The real question was with regard to the point at which the teaching of grammar should be introduced.

Mr. A. TILLEY said that, as he had been appealed to by Mr. Milner-Barry, he would say that any resolution which the Association might come to would be fully considered by the Schools Examination Board. When the Higher Certificate Examination was first started there was a *viva voce* examination in Latin and Greek, but, as the examination grew and the centres became more numerous, the *viva voce* had to be given up. He wished to draw attention to the fact that in the Lower Certificate Examination prepared books did not enter; and in the Higher Certificate Examinations in French and German prepared books were not required for a pass or for distinction, and a candidate was not handicapped if he did not take them.

Mr. E. T. GROSS said that he was very much in sympathy with many of the remarks made by Mr. Siepmann in his admirable paper; but the principles which he laid down at the conclusion of his paper appeared to be far too sweeping. It was most important to bear in mind that there must be different principles and different practices for the different classes of examination. In considering the question of examinations in foreign languages the age and circumstances of the people who were taught must be borne in mind. He was very glad to hear one of the speakers use the term "children." The distinction between the two classes of individuals was often overlooked by writers and speakers. He did not agree with the view that there should be an oral test with regard to all examinations. He questioned whether it should be introduced in the entrance scholarships for Universities. Besides, the larger the number of candidates the greater difficulty there was in introducing oral examinations. The chief business of teaching modern languages was to improve the mind. A wise man who learned French and German became a wiser man; whereas, if a fool learned French and German, he still remained a fool, and he had the disadvantage of being able to express his folly in three languages.

Mr. A. J. WYATT said that his own experience was against set books. In answer to what Prof. Sonnenschein had said, he might state that it was very often the case that the author prescribed was not pre-eminent as a classic. The set book was very expensive in time, and the element of chance came in. Scarcely anything had been said with reference to translation from the foreign idiom into the English idiom; but surely that had a very important bearing on the selection of a native teacher in preference to a foreign teacher.

Mr. MOORE SMITH said that, though it was open to schoolmasters to use unseen translations instead of set books, very few availed themselves of the option. He believed that the reason was that many schoolmasters used the Local examination as a means of advertising their schools, and that better results in that respect were obtained from the use of set books. From a commercial point of view, it was practically impossible for the schoolmasters to accept the option.

Mr. SOMERVILLE wished to protest against the idea that English teachers wished to exclude Frenchmen and Germans from their schools. The very contrary was the case. The better an English master taught, the more necessary was it for him to have foreign teachers to whom he could hand over his advanced boys. He should like to underline what the Chairman had said about having mercy on the examinees. He did not think that, even with the present state of things, teachers needed to be quite so pessimistic as they seemed. What they needed in their teaching was to teach a few things thoroughly and not to attempt to teach so many as at present.

Mr. GERRANS, as the representative of the Oxford Local Examinations, said that he should like to assure the Association that any recommendations which they sent to Oxford would receive careful attention. But he would suggest that, before any recommendations were sent up, those who were charged with the duty of drafting them would acquaint themselves with the regulations as they at present existed. For instance, in the Senior Oxford Local there was no prepared book used. All the translations were unseen. In the Junior it was optional to take either—a prepared book or an unseen translation. About half the candidates took the latter. In Latin and Greek unseen translations were often allowed, both in the Senior and in the Junior. He did not think that those who took unseen were handicapped in comparison with those who took a prepared book. Three years ago, in the Junior Local, a whole line of a passage from Virgil was struck out; but, nevertheless, about one-half or one-third of the boys gave the English for that line in their translations.

Mr. SIEPMANN briefly replied, and the discussion terminated.

The resolution which was yesterday moved by Prof. Rippmann and

seconded by Mr. Payen-Payne, on the subject of the revised London Matriculation Examination, was again brought forward for consideration.

Mr. SIEMMANN quoted a statement made in condemnation of the change by the Rev. Canon Fowler, Headmaster of Lincoln Grammar School and late Chairman of the Incorporated Association of Headmasters.

Prof. POSTGATE said that it was unfortunate that no notice had been given of the resolution. The subject was important, and concerned a large number of teachers. The examinations to which reference had been made had not yet been held, and it seemed to him that it would be most injudicious for the Association to pass a condemnation of examinations of which no practical trial had been made. He thought also that such action would be useless, and that the Senate of the University would not pay the least attention to the resolution. He would propose that the further discussion of the motion be adjourned to the next meeting.

The amendment was seconded by Mr. GERRANS.

The amendment was negatived by 14 to 12. The original resolution was then carried by 15 against 9.

Mr. G. H. CLARKE moved:—

"That more attention should be to modern languages in the *Modern Quarterly*."

The motion was seconded by Mr. SOMERVILLE.

After a short discussion the original motion was withdrawn, and the following was substituted at the suggestion of Dr. HEATH and carried:—

"That the Committee of the Association be requested to consider what steps should be taken to strengthen the practical side of the *Modern Quarterly*, and whether it would be advisable to add a practical schoolmaster to the editorial staff."

On the motion of the PRESIDENT (Mr. Pollard) seconded by Mr. WHYTE, it was unanimously resolved:—

"That it would be of great service to teachers in Universities and secondary and primary schools if individual papers and groups of papers were published from the recently issued volume of 'Special Reports,' especially those bearing on modern language teaching and the payment of teachers; and that this resolution be forwarded to the Education Department and to the Controller of Her Majesty's Stationery Office."

The Report of the Phonetic Sub-Committee was read by Mr. ATKINSON. It stated that in the opinion of the Committee the teaching of French and German would be greatly lightened by the use of phonetics, and recommended that the phonetic alphabet of the Association Fonétique be adopted for use.

On the motion of Dr. LLOYD, seconded by Mr. MOORE SMITH, the report was unanimously adopted.

Votes of thanks were accorded to the President of the Committee of the Union Society for the use, without charge, of the premises of the Society for the Annual Meeting, and to Mr. Lipscomb and Dr. Breul for their services as Secretaries, and to Mrs. Breul for her help in the arrangements of the meeting.

DINNER AT CAIUS COLLEGE.

A large party of ladies and gentlemen, members of the Association and friends, dined together on Thursday evening, in the Hall of Gonville and Caius. The President, Mr. POLLARD, occupied the Chair. After dinner a short toast list was presented.

The toast of "The Queen" having been honoured at the call of the PRESIDENT, Professor SIDGWICK proposed "The Modern Language Association." He remarked that he had known for thirty years that one of the greatest needs of the University was the accomplishment of that task which the Association had proposed to itself. His memory went back to the early days when the University did nothing whatever for the teaching of modern languages. He did not mean to say that they did not know anything of French and German. Probably there had been no time in this century when educated people had not known enough French to read a French novel. When he began to teach classics it was one of the secrets of the trade that a knowledge of the German language enabled one to bring about a much larger number of original and striking observations than would otherwise have been possible. He was a humble link in the chain of events which had led to the Association being received at Cambridge. It came about in this way. There was what they called a Syndicate, established, he thought, in 1876, the object of which was to show the University in what way it was defective. It appointed a Committee, which went to work in a systematic way. The Syndicate, however, had no money to establish professorships, but, if he might humbly say so, a bright idea occurred to his mind, and he said: "We cannot make professorships, for we have no money; but let us make a Board." Accordingly they proposed a Board of Modern and Medieval Languages, which was accepted by the University. They had done something, but much more remained to be done. He hoped the strenuous efforts of the Association would soon be crowned with success.

Mr. MICHAEL SADLER responded. He said: I am sure that all of us who are members of the Modern Language Association will be not

only grateful for what Prof. Sidgwick has said, but ten times more grateful, for the fact that such kind and encouraging words have fallen from his lips. I suppose that there is no man in this country from whom words of compliment are a greater compliment than they are when they fall from him. He has naturally, perhaps, omitted to say that he was the writer of that famous essay, published now many years ago, on the shortcomings of classical education, which, in its happy blending of truth and irony, really paved the way for the work of this Association. One anecdote which he has just told us, an episode in University history, seems to point us almost to a new scientific generalization: "When in a real educational difficulty, propose to create a Board." He has praised us, and, what is not so usual, praised us, if I may say so, for the things we want to be praised for. We hear a great deal, from eloquent speakers, of commercial education now. One almost begins to think that education is an appendage of commerce. The idea recalls what the Fort William boy said—that Ben Nevis was "a hill which took its name from the Ben Nevis Distillery." This Association stands for the somewhat discredited theory that commercial aptitudes, if they have anything to do with education at all, are a by-product of a liberal training. This Association also—oddly, as it seems to me—may, I think, fairly claim the credit of being a society that talks about education and not about educational politics. I have been trying to think of the reason why your Secretary has asked me to be the spokesman of the Association in responding to Prof. Sidgwick's speech, and I conclude it is because, of all present, I am the man who is most indebted to the work of this Association. I can only say that, in the daily work of my colleague (Mr. Morant) and myself, there are few bodies in England to whom we have to make more often an appeal for help than we do to the ever-ready kindness of the officials and the members of this Association. I should like to say how, in particular, this year, we are indebted to several of your members; first and foremost, to that indefatigable Secretary of ours, Mr. Lipscomb, for a brilliant and painstaking translation—the two qualities are not always combined—of those *Lehrpläne* of the Prussian Education Department which we have heard described to-day as an educational masterpiece. We are also greatly indebted to Mr. Fabian Ware for laborious journeys, and for reports which it is no labour to read as the result of them. We are also indebted to Miss Brebner for the missionary effort which we heard to-day was a necessary function in educational work. I may also mention Mr. Atkinson, and I could name very many others. I should, however, like to add my own colleague Mr. Twyman. The problems to which Professor Sidgwick alluded, and which we propose to overcome, are briefly the vindication of a place in the curriculum of English higher schools for living tongues, including English and the gradual building up of a highly cultivated and highly skilled corps of teachers who shall educate our sons and daughters in those branches of a liberal education. I think myself that the problems before us are much less difficult to see our way through than the theoretical side of our work. The young lady at the Blackheath High School, when she was asked what was the difference between a problem and a theorem, said: "Oh, a problem is a thing anybody can do, but for a theorem you need Divine assistance." The literary sting in the answer was this: "Theorem" comes from *Theos*, God, and *rem*, a thing." I hope that I shall be excused, in Cambridge, for this excursion into the higher mathematics. Dr. Heath's speech set me on it to-day. He gave me a most uneasy five minutes in his most interesting appeal, because he reminded me that, ever since Mr. Lipscomb asked me to speak to-night, I have been suffering from a day-dream—I might almost call it a waking nightmare. I dreamed that I composed an essay in which I proved by copious historical references that the one thing that has preserved England as an intellectual and political power in the world has been its happy immunity from foreign influences. I will not labour the point, as it might be painful to your feelings. I will simply say that the thought that comes into my mind when I dream is that the reason that we have prevailed is that we have never put ourselves under that course of infectious education which gets access to our minds in currents of contemporary formulae which are never so big as the real facts which, by English instinct, we go for in a more or less muddle-headed way. In my dream I sign this article with the word that Mr. Keble used to use in the *British Examiner*—*Μισογελδῶς*—and then I am expelled for contumely from the Association. But I believe that the answer to that criticism, which I hope you will forgive me for having confessed sometimes to feeling, is that, in the first place, the situation is so changed that it is just as necessary now for London, Paris, and Berlin to understand one another as it is for Boston, Chicago, and San Francisco; and, secondly, that, though we may get on very well without Europe, which I do not believe, Europe cannot get on without us. I believe that in our Association we are labouring manfully for a better mutual understanding between educated men of all civilized countries, and that the result of our efforts, however distant, may be a more rapid common progress towards the common weal. I thank Professor Sidgwick very much for the kind words in which he has proposed the toast.

The PRESIDENT proposed a vote of thanks to Caius College for allowing the Association to assemble at its hospitable board—that

ancient, illustrious, and broad-minded College took an interest in every educational cause.

Mr. MILNER BARRY, a member of the College, seconded the proposal. There was, at least, one college in Cambridge which did its best to encourage the study of modern languages. He believed that when the problem of secondary education was solved the Modern Language Tripos would increase and attract far greater numbers to Cambridge than it had hitherto done.

Dr. REID acknowledged the vote of thanks in the name of the College. In concluding his remarks, he said that it seemed to him that they wanted an organization within the University which should enable students who wished to learn modern languages, for any reason whatever, to get what they wanted.

THE VICTORIA UNIVERSITY CONFERENCE ON SECONDARY EDUCATION.

A LARGE and representative gathering met at Owens College, Manchester, on December 3, to consider the Board of Education Bill. This Conference was convened by the Victoria University in continuation of the one held under its auspices in July of 1897; but perhaps sufficient allowance had not been made for the growth of opinion in the interval, since the Committee had decided that the resolutions which were passed on that occasion should not be rediscussed. The general result of the meeting was to show that the North of England has little fault to find with what the Government proposes to do, but is dissatisfied that it should propose to leave so much undone. In his opening address Principal BODINGTON (Yorkshire College), the Vice-Chancellor of the University, remarked that the present was a very favourable opportunity for the introduction of a wide and comprehensive measure dealing with secondary education. Mr. Bright, when once apologizing for the absence of certain measures, had said: "You cannot drive three omnibuses abreast through Temple Bar"; but, in the President's opinion, there was not even a hansom cab to block the high road of legislation in the coming Session, or to interfere with the easy progress of such a Bill as was generally desired.

Sir JOHN T. HIBBERT moved, and Mr. A. F. WARR, M.P., seconded, the first resolution: "That a Minister of Education of Cabinet rank should represent the Education Department in the House of Commons." An amendment, proposed by Lord HERRIES, that the words "in Parliament" be substituted for "in the House of Commons" was ultimately adopted. It was amusing to see the manner in which, when voting on this amendment, many members ignored their allegiance to a political party opposed to the principle involved. If only all could free themselves with the same ease from the bonds of educational partisanship, the course of legislation would run smooth next Session.

But there was yet another point of which the Conference, as a whole, appeared to miss the full import. This was raised by Dr. R. P. SCOTT. Sir FRANCIS POWELL, M.P., moved, and Canon ARMOUR seconded: "That the creation of the Consultative Committee, mentioned in Clause 3 of the Bill, should be obligatory, and that the Committee should be constituted as proposed in Resolution No. 2 of the Conference of 1897." Without quoting the 1897 resolution at length, it is sufficient to remark that it included a clause to the effect that the Educational Council should advise the Minister of Education on matters affecting *secondary (including technical) education*. Dr. SCOTT attempted to carry an amendment: "To omit the words from 'constituted as' to the end of the sentence, and to insert instead 'so constituted as to be competent to advise as well on the various grades of technical as on those of secondary education.'" He was supported by the strong arguments of Mr. J. H. REYNOLDS, who has done more than any one else to convince the North of England that the success of foreign technical schools is due in great part to efficient systems of secondary education. Representatives of the administrative element characterized the amendment as of the "tweedledum tweedledee order." Ultimately, Dr. Scott consented to withdraw it, and the resolution was carried with the addition of the following rider: "That the Committee be competent to advise on the various grades of technical, as on those of secondary, education." In its final form this rather ponderous resolution is not a model of lucidity.

The most important resolution, from a political point of view, was proposed by Lord HERRIES and seconded by Mr. F. E. KITCHENER (Staffordshire County Council), viz.: "That it is desirable that immediate provision be made for the institution of Local Authorities for secondary education." This was carried *mem. con.* An amendment and a rider on behalf of private schools were respectively withdrawn and lost, though they gave the Conference the opportunity of expressing its sympathy with the excellent work done by efficient schools of this class.

Mr. J. THORNTON (Bolton) moved as a rider: "That the Lord President be requested to summon a conference of the representatives of educational interests to consider the constitution of these authorities." He remarked that the original resolution was merely the expression of a pious wish, whereas the rider proposed a practical means of removing

some of the obstacles to its fulfilment. Mr. FABIAN WARE seconded the rider, which, he stated, embodied a suggestion put forward by the Assistant-Masters' Association; were such a conference summoned, it would be able to determine the necessary minimum of uniformity in all Local Authorities, which uniformity could only be ensured by direct legislation. Mr. KEELING strongly supported, reminding the meeting that he had already met the party represented by Mr. Thornton at a somewhat similar conference, with the very best results. The DEAN OF MANCHESTER eulogized Mr. Keeling, and expressed his willingness to confer with him, but considered that it would need some such pressure as a command from Her Majesty to move the Lord President. The rider was defeated, the voting being remarkably even.

The HIGH MASTER OF MANCHESTER moved, and the HEADMASTER OF BRADFORD seconded: "That the relation of the proposed Board of Education to the Charity Commissioners should be more clearly defined in the Bill." This resolution was carried with the addition of the words, "and that there shall be no dual control."

A resolution dealing with the provision of adequate funds for secondary education was wisely withdrawn. FABIAN WARE.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, the "Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

TEACHERS' GUILD CONGRESS, JANUARY 9, 10, AND 11.—Members who wish to attend, and who have not yet sent in their names, should apply for tickets at once. The Congress Dinner will be held at the Holborn Restaurant on Tuesday, January 10, at 7 o'clock for 7.30, evening dress optional. The President of the Guild, Dr. Isambard Owen, will preside, and several distinguished guests will be present. A few Dinner tickets, at 5s. each, not including wine, are still at the disposal of members. Apply to the General Secretary, 74 Gower Street, W.C.

The Council met on December 10. Present:—The Rev. Canon the Hon. E. Lyttelton (Chairman), Mr. J. Russell (Vice-Chairman), Mr. J. W. Adamson, Miss Anderson, the Rev. J. O. Bevan, Mr. H. C. Bowen, Miss H. Busk, Mr. R. F. Charles, Miss F. Edwards, Mr. C. E. Frank, Miss M. Green, Mr. J. R. Langer, Mr. J. W. Longsdon, Mr. J. W. Lyde, Mr. F. Storr, Mrs. Sutton, Mr. J. S. Thornton, Mrs. Tribe, and Miss A. J. Ward.

Seventeen applicants for membership of the Guild were elected, viz.: Central Guild, six; Branches—Cardiff, three, N. Wales (Colwyn Bay Centre), three; and Ipswich, five.

The arrangements for the Congress of Representatives of the Central Guild and Branches on the 9th, 10th, and 11th instant were completed.

The General Secretary submitted a tabulated return from some of the county Education Committees organized by the Guild. Several Committees will not be able to report before February.

A Special General Meeting of the Central Guild (adjourned from November 12) was held on Friday evening, December 9, at 74 Gower Street, the Rev. J. O. Bevan (Chairman) being in the Chair. The following resolutions were passed:—

1. *Leaving Certificate*.—"That the Guild use its utmost endeavours to secure the establishment for English schools of a State Leaving Certificate."

2. *Friendly Society and Benevolent Fund*.—" (a) That the establishment of a Friendly Society (Sickness and Accident Fund) on principles of mutual self-help, for the benefit of teachers, would carry out an integral part of the original object of the Guild, and would be of great advantage to its members. (b) That, if it be not found possible to get sufficient members of the Guild to establish the Friendly Society on a proper basis, membership of the Society be thrown open to other suitable persons belonging to the profession of teachers. (c) That it is desirable that the Benevolent Fund, which has now been established, should be strengthened, in order to meet pressing cases of distress, and for that purpose that the leaflet to be submitted be circulated."

The Council of the Guild have decided that the representatives at the Congress may consider themselves free to vote upon any resolutions submitted to the Congress in the way which they think would best represent the feeling of those who commissioned them.

CENTRAL GUILD.—LONDON SECTIONS.—CALENDAR.

Friday, January 27, 7.30 p.m.—Section D, at 24 Cleveland Gardens. Annual General Meeting, followed by a social evening, with music and recitations.

Monday, January 30, 7.30 p.m.—Section A, at the Skinners' School, Stamford Hill, N. Annual General Meeting, followed by a social meeting. Music.

The Annual General Meeting of Section B will be held in the Offices of the Guild on February 3rd, evening.

Sr Joshua Fitch will give a lecture at 74 Gower Street, W.C., on "The Evolution of Character," on February 7, at 8 p.m. The meeting is arranged by the Committee of Section D, and is open to members of all Sections and their friends.

On February 14, at 8 p.m., Canon E. Lyttelton will give a lecture on "The Teaching of the Old Testament," to Section C, at the Church of England High School, Upper Baker Street, N.W., Miss Strong having kindly invited the Section.

LIBRARY.

The Hon. Librarian reports the following additions to the Library:—Presented by the Editor of the "Journal of Education":—Bound copy of the *Journal* for 1898.

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[Items for next month's Calendar should be sent in by the 24th inst.]

- 3, 5, 7.—Royal Institution, Albemarle Street, 3 p.m. Lecture on "Astronomy," by Sir Robert Ball (for juveniles).
- 3, 6.—24 Cleveland Gardens, W. Two Lectures for children, on "The Soudan" (illustrated), by Miss Booth Scott.
- 3–6.—Incorporated Society of Musicians. Fourteenth Annual Conference, at Plymouth.
- 3–8.—Diploma Examinations, College of Preceptors.
- 3–14.—Winter Meeting for Teachers, conducted by the College of Preceptors. Prospectus will be found on another page.
- 4.—College of Preceptors, 8 p.m. Meeting of the Pestalozzi Society. University College, London. Faculty of Medicine resumes work,

- 5.—Modern Language Association. Conference on Training of Modern Language Teachers, at the College of Preceptors, 8 p.m.; Mr. M. E. Sadler in the Chair.
- 9–11.—Teachers' Guild Conference at the City of London School. (See separate notice in the Teachers' Guild Report.)
- 10.—University College, London. Faculties of Arts, Laws, and Science: Second Term begins. 4 p.m. First of a course of twenty Lectures (Tuesdays and Wednesdays) on "Economics of Currency, Banking, and Finance," by Prof. H. S. Foxwell.
- 11.—College of Preceptors, 4 p.m. Annual Meeting of Geographical Association.
- Association of Technical Institutions, 10.30 a.m. Annual Meeting at Haberdashers' Hall, London. Address by the President, Lord Spencer.
- University College, London, 3 p.m. First of a course of Lectures and Demonstrations (Mondays, Wednesdays, and Fridays) on "The Morphology and Histology of the Vascular System," by Assistant-Professor Tansley.
- 12.—(and on following Mondays and Tuesdays). Mr. Harris's Lectures on "General Science," at University College, London.
- 13.—University College, London, 3 p.m. First of a course of Lectures on "Ethics," by Prof. Sully.
- 13 (11 a.m.–1.30 p.m., 2.30–5.30 p.m.). 14 (10 a.m.–12.30 p.m.).—Incorporated Association of Headmasters. Annual General Meeting at Council Chamber, Guildhall, London, Presidential Address by Rev. A. R. Vardy. Dr. Clement Dukes will read paper on "Health in Schools." Sir Albert Rollit, M.P., address on "Commercial Education." [On January 13, at 10 a.m., short service at St. Lawrence Jewry; sermon by the Bishop of Rochester. On January 13, at 7.30 p.m., Dinner at the Trocadero Restaurant. On January 14, at 1 p.m., Lunch at Goldsmiths' Hall.]
- 14.—Post Translations for Competition.
- 16.—University College School. Lent Term begins. 2 p.m. First of a course of eight Lectures (Mondays) on "Homer's 'Odyssey,'" by Prof. J. A. Platt. 4 p.m. First of a course of Lectures and Demonstrations on "Greek Vases," by Prof. Gardner.
- 17.—University College, London, 12 to 1. First of a course of eight Lectures on "The Augustan Age of Latin Literature," by Prof. Housman.
- 17, 24, 31.—Royal Institution, 3 p.m. Lectures on "The Morphology of the Mollusca," by Prof. Ray Lankester.
- 19.—University College, London, 8.30 p.m. First of a course of six Lectures (Thursdays) on "The Poetry of Robert Browning," by the Rev. Stopford Brooke.
- Southwark Educational Council. Meeting at Polytechnic Institute, Borough Road, at 8 p.m. Presidential Address by Dr. Pye-Smith, of Guy's Hospital.
- 19, 26.—Royal Institution, 3 p.m. Lectures on "Tibet and the Tibetans," by H. Savage Landor.
- 20.—Royal Institution, 9 p.m. Lecture on "Liquid Hydrogen," by Prof. Dewar.
- 21, 28.—Royal Institution, 3 p.m. Lectures on "Liszt and Tschai-kowsky," by Sir Alex. C. Mackenzie.
- 23.—Post School News, items for this Calendar, &c., and Advertisements intended for February issue.
- 25.—University College, London, 8.30 p.m. Public Lecture (in German) on "Leben und Werke Lenans, des österreichischen Lord Byron," by Prof. Priebisch.
- 26 (first post).—Latest time for receiving small advertisements of an urgent nature for February issue.
- University College, London, 6 p.m. Public Introductory Lecture, "The Study of Hebrew in its Early Documents," by Prof. S. Schechter.
- 27.—Royal Institution, 9 p.m. Lecture on "Epitaphs," by Sir M. E. Grant-Duff.
- University College, London, 8.30 p.m. Public Lecture (in French) on "E. About and F. Sarcey," by Prof. Lallemand.

The February issue of the *Journal of Education* will be published on Tuesday, January 31.

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(Continued on page 86.)

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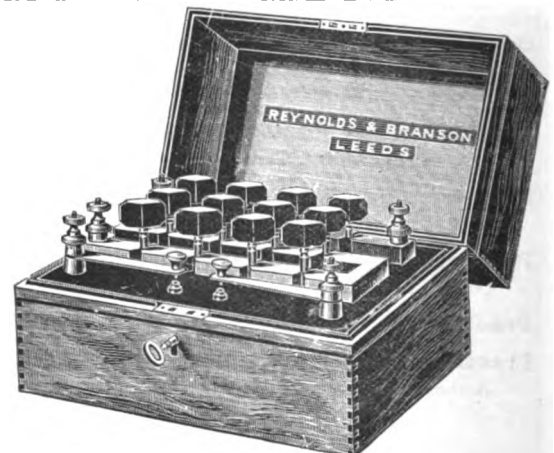
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F. B. JEVONS.

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OCCASIONAL NOTES.

A CONGRESS is not a Conference, and, if it lacks the enthusiasm of numbers, it may be expected to show a higher level both of business capacity and of oratory. Yet, after making all due allowance for this difference, when we compare the last meeting of the Teachers' Guild with early gatherings at the Society of Arts, we cannot help being impressed with the growing influence of the Guild, and also with the increased ability of teachers to comprehend their common needs instead of airing their particular hobbies or ventilating their individual grievances. There were, perhaps, one or two Jack-in-the-box's, but the faddist and the croaker were unrepresented. The Chairman wisely ruled at starting that delegates were not bound to voice the views of the Branch that sent them. Thus it happened that the somewhat pusillanimous counsels of the Central Guild, which would have omitted all reference to Local Authorities for fear of embarrassing the Government, found hardly a supporter. The practical unanimity of the Congress should embolden the Government to add a sanction to its Registration Bill. To our minds, nothing was more remarkable than the willingness of private teachers to submit their schools to State inspection, if not to State examination. Ten years ago any such proposal would have been denounced as an unwarrantable interference with personal liberty.

SURVEYING generally the discussions of the month, we may with confidence again assert that the teaching profession has practically made up its mind as to what it wants from the Government; certainly in general outline, though with some natural variation in detail. This concord is eminently satisfactory. The one inharmonious note comes from the Organizing Secretaries—the only administrative body which has met this year. It is true that the County Councils Association, does not see eye to eye with the School Boards. But, while it is inevitable that there should

be a certain divergence of view between professional and administrative bodies, who regard the problem from entirely different standpoints, yet this divergence should not be exaggerated or over-estimated. In our opinion it is not sufficiently wide to jeopardize legislation. The demand for a "statutory Consultative Council," as it is called, arises from a not unnatural suspicion on the part of the expert workman of the interference of a non-expert power. But, if the permanence of the Advisory Council is secured, as Prof. Jebb leads us to hope, teachers' associations may be well content to waive the "statutory."

IN the struggle between the rival claimants to represent the Local Authority the County Council is winning hand over hand. This was apparent at the remarkable Conference held at the Bradford Liberal Club towards the end of November last. We must apologize for having overlooked it at the time, and it is not too late to recall one argument that was forcibly stated by Mr. Wilton, the lecturer on education at the Yorkshire College. "If a body were elected [we quote his speech from the *Bradford Observer* to deal with nothing else than education, there was a danger that it might interfere with the province of the headmaster] No one but an educational expert with long experience was competent to deal with the internal management of the school. For that reason he supported the County Council as the Authority, believing that it was less likely than, say, a School Board to interfere with matters beyond its province." Mr. Wilton will carry the whole body of secondary teachers with him if only he will accept the rider that the presence of experts on the County Council, or rather on their Instruction Committee, must be guaranteed.

THE DUKE OF DEVONSHIRE'S speech on the opening of the Municipal Technical College at Derby throws little light on the scope of the Board of Education Bill. We are promised a second edition at an early date, but whether it will be revised and enlarged is still a Cabinet secret. All the Duke tells us is that the organizations formed under Clause VII. will not be stereotyped by the Government. This apparently is intended as a reassurance for those who have taken alarm at Sir John Gorst's recent utterances, but it affords no guarantee against the *laissez aller* policy that all teachers deprecate. On the other hand, there is nothing in the speech to contradict our anticipations of last month, and we still expect to see clauses added empowering counties and county boroughs to submit to the Central Board a scheme for the establishment of a Local Authority to administer the secondary education within its area. However, this may be, we note with satisfaction the Duke's frank avowal that he had failed to grasp, to its full extent, the fact that you could not have technical or commercial education, except as part of a sound general system of secondary education; that the former "cannot be grafted upon the stunted stem of deficient elementary education."

SINCE this note was written, we have had the Duke's Birmingham speech, which fully bears out our interpretation. The Government intend "to organize, or help to organize, strong Local Authorities, guided, aided, and instructed, but not unduly controlled, by any bureaucratic Department."

IN the face of this very general harmony which, as we believe, exists, it is curious to read Mr. Coxhead's letter to the *Times*, in which he asserts, in reference to the Board

of Education Bill: "The County Councils do not like it, the School Boards do not like it, the headmasters do not like it, the elementary teachers do not like it; in fact, no one likes it." In spite of the claims of administrative bodies like the School Boards, we, in these columns, cannot admit for a moment that the claim of schoolmasters to be heard is a vain one. Schoolmasters alone are the workmen actually in contact with the work. They alone know, at first hand, the materials and the tools. They alone have accumulated experience to show what education is, what its aims are, and how those aims can best be attained. The principles for which Mr. Thring fought thirty years ago, at Uppingham, will not now be allowed to go by the board. It was then that the conference was formed which enabled the greater headmasters to voice their united opinions; and the numerous bodies of teachers that have since been formed make possible a general expression of views which can neither be neglected nor overlooked.

SIR JOHN GORST hit on a happy phrase in his speech at Bradford: "The derelict million" of children who escape the attendance officer, and who go to swell the records of poverty and crime—the phrase strikes the imagination and sticks. From the lowest standpoint of an appeal to the ratepayers' pocket, money spent on these children would be more than saved in lessening charges for police and magistrates. A number of children could be well educated for the cost of one boy in a reformatory. "Something must be done" is the general cry, though what that "something" is it may be difficult to decide. At present the streets in some quarters of our large towns are at times positively dangerous, owing to bands of young ruffians, who, it is believed, have escaped the civilizing influence of the school. In the meantime, case after case comes up in which the magistrate has entirely failed, for one reason or another, to support the attendance officer in carrying out the law. This is really becoming a scandal.

THERE would seem to be a general feeling of fear amongst secondary teachers that in the near future their schools may be inspected by men trained up in the traditions of the departmental administration of a code. Surely this fear is quite without foundation. Is it reasonable to suppose that such a man will care suddenly to be transferred to an entirely different sphere of work? We think not. If he does, then he would no doubt possess the elasticity of mind necessary to adapt himself to his changed environment. To us the fear is a different one. Young graduates, scholars and prizemen, it may be, who have no first-hand experience of school work—these would be far worse. We are glad, therefore, that resolutions have been forwarded to the Government urging five years' experience in a secondary school as a necessary qualification for an inspectorship. We hope that the conditions of the work will be such as to attract some of the younger headmasters who have had experience, but have not had time to become stereotyped. In any case, the inspectors of the future will need some years of training in their work, and their earlier reports must necessarily be lenient.

THE Annual General Meeting of the Assistant-Masters' Association does not seem to call for special comment or criticism; though it should be noted here along with the other meetings of last month. The resolutions passed were in the main those that have been passed elsewhere, and the Association has kept itself in line with the rest of professional opinion. The year has been, for some reasons, an

anxious one; but those who feared that the Association was not strong enough to endure the ordeal of the loss of its founder and secretary have been pleasantly disappointed. The general cordiality of the proceedings was striking, and the report shows much work attacked, and some done. The need for combination seems clear from this fact alone. No less than five cases of dismissal of assistant-masters have been recently investigated. All of these were accompanied by hardship, and some by alleged injustice. But the more important work has perhaps been the training of its members in the knowledge of educational politics and the production of cordial relations between masters in different types of schools.

MR. J. S. THORNTON is staunch in his advocacy of private schools. A letter addressed by him to the Chairman of the Teachers' Guild has appeared in several papers, and he backed it up with a solemn arraignment in the *Times*. But we really think Mr. Thornton's fears are insufficiently grounded. In the first place, we do not believe that forthcoming legislation will handicap existing efficient private schools. As for the others, we are agreed to leave them to their fate—extinction, and, we hope, a painless extinction. Of such, Mr. Lyttelton's strong condemnation was not too strong. Efficient private schools will remain to give scope to initiative and experiment, as Mr. Thornton desires. And, in the second place, we do not in the least share Mr. Thornton's dread that a rigid and uniform code will crush all initiative out of secondary schools. Such a thing is, we are sure, impossible, and not even contemplated by any one. By the way, we learn that Mr. Thornton has been spending his holidays in Finland. We may, therefore, hope soon to know about Finnish education what we already know from the same source about education in Denmark. Perhaps it was this visit that suggested to Mr. Thornton the term "extinct volcanoes," which he applied to certain members of the Council of the College of Preceptors at the General Meeting.

PERHAPS the most important side of the work done by the Association of University Women Teachers, as shown in their annual report, is the registry for assistant-mistress-ships. For this work no fee is charged, and it is here that we see a weak point. So soon as the work increases beyond a given point, paid labour must be employed, and then charges must be made. The agency of the Assistant-Masters' Association passed through this stage. Now it is founded, we believe, on a firm financial basis; but the expenses must be met by the fees of those who use it. The exclusiveness of this Association of Women Teachers seems somewhat regrettable. It tends to keep up an artificial barrier between one assistant teacher and another. And yet the words of the honorary secretary, urging the greater need of corporate spirit among teachers, would have been excellent were they not limited in meaning by the restrictions imposed on membership. Miss Maynard opened a discussion on "The Value of Co-operation as a means of keeping up Salaries."

PROF. PERCY GARDNER, in the last *Nineteenth Century*, gives us his impressions of American Universities derived from a visit paid to them last spring. With Prof. Gardner's views on co-education our readers are familiar. They have not been modified since the Holloway College Conference. He finds in the States, not, indeed, an awful warning, but no encouragement soever for the promoters of joint education. At Cornell, he tells us, the men and women students are at cuts; at Chicago they flirt. But, in either case, the sexes manage somehow to jog on together;

there have been no grave scandals at Chicago, and no intersexual warfare at Cornell. More weight attaches to his reflection on the different forms of government of English and American Universities. Oxford and Cambridge are the most complete democracies in existence. American Universities are limited monarchies—"the President bosses the show." Significant, too, is his warning of the danger of English Universities becoming finishing schools for the well-to-do classes. The only prophylactic he finds is the encouragement of post-graduate studies. Of the respective expense of University education in the two countries he says nothing.

THE leader in the Educational Supplement of the *Academy* (January 14) is on "Clerical Headmasters." "Aut Pagina aut diabolus." The monster is once more hanged, drawn, and quartered, but a potent onset leads to an impotent conclusion. The writer's object, we are told, is to frustrate the efforts that will be made to keep this "root evil" from the cognizance of Parliament when it deals with secondary education. Does the writer desire a Bill enacting that no cleric shall in future be appointed to a headmastership? Short of this, we fail to see how Parliament could interfere. With a few unimportant exceptions, every headmastership, from Eton downwards, is now open to laymen, and, if governing bodies are so misguided as still to prefer clerics, they are not to be estopped by Act of Parliament. The case is, after all, not so bad as Mr. Page would have us believe. Public opinion is slowly, but surely, turning in favour of laymen. In the current list of endowed schools issued by the I.A.H.M., there are four hundred and eighty-four lay headmasters, against two hundred and fifty-one clerical.

CANON LYTTTELTON, among the bluebells of Scotland, was, we will not say, "drunken and overbold," like Browning's bee, but free from the reticence imposed on an ex-Royal Commissioner when presiding over an educational congress in England. In lecturing to the Glasgow and West of Scotland Branch of the Teachers' Guild, he thus described the Science and Art Department of South Kensington: "The Government placed a decrepid general at its head, caught hold of a few half-pay officers and made them Government Inspectors of Schools, and thought they had done something very wise and very beneficial." By the coming Board of Education Bill, he added, "the decrepid general would be bowed off, and the Government would do their best to appoint men of sense and culture as Inspectors all over the country." We have said the same thing, "nur mit ein bischen andern Worten"; but in Scotland they like strong waters and strong words.

AFTER all, the concordat between the School Boards and the County Councils has fallen through. As we go to press we learn that the proposal of the School Boards to nominate one-third of the members on the Local Authorities for Secondary Education was rejected by the County Councils' Association, who decided that the legitimate claim of School Boards to be represented would be better met by co-optation.

THE Winter Meeting at the College of Preceptors was as great a success as the previous one had been. Such lectures as we had the opportunity of attending were—we can confidently say—both stimulating and instructive. The attendance was good, rarely falling below one hundred. But, as usual, the men formed a distinct minority of the audience. It is curious, but true, that men are more content than women to follow the beaten track without asking why they

are doing it, or where they are going. It is generally admitted that the teaching of history is exceedingly bad in our schools—with, of course, marked exceptions. The fact is shown again and again by reports of examiners and the like. It may be proved any day by addressing half-a-dozen questions on history to any boy or man. Men who teach this subject must feel their difficulties, and yet some dozen or so appeared to listen to Mr. Withers, whose lectures were suggestive and illuminating to a degree that is quite rare. So it was, too, with Mr. Mackinder. We hope that teachers will read in print what they will not trouble to go and hear—though this alternative is as "water unto wine."

HEADMASTERS, according to Mr. Millington, are much to seek in the quality which is said to have gained for Sir Henry Thompson his baronetcy, a nice appreciation of meats and drinks. They stoke up themselves as rapidly as possible without selecting their coals. He supports his argument by a capital story. The prefects at a school which is not named, disgusted by the badness of the small beer, determined to lodge a complaint, and reserved two glasses for the headmaster to taste, but they failed to catch him after midday dinner, and the glasses were left on the mantelpiece. There they remained for twenty-four hours. The headmaster, returning from a walk, espied them, and drank off first one glass and then the other, exclaiming: "What delicious beer!" The protest, it is needless to add, collapsed.

THE Medical Officer of Health for Birkenhead raises an alarm as to overcrowding in secondary schools, and urges that he and his *confrères* should have the same power over secondary schools, private or otherwise, as they already possess in reference to factories. We will not for one moment deny that there is basis for the outcry. Indeed, we could name instances where the evil is really very serious. But we strongly contend that, as the problems of ventilation, light, warmth, and sanitation in schools are of a peculiar character, the existing inspector is not the right person for the work. The power to inspect secondary schools has been claimed by one London Vestry, and successfully resisted by the school authorities. The joint letter of Mrs. Bryant and Mr. Latham in our correspondence columns sets forth very clearly the grounds on which this inspection was resisted. True to its traditions, the North London Collegiate School has borne the brunt of the battle.

MR. PAGE, of Charterhouse, is like the Lernæan Hydra: for every head that is chopped off he puts forth two new ones. As Mr. Bell, of Marlborough, says, it is difficult to deal with a critic who displays, or assumes, such ignorance not only of the particular scheme which he affects to criticize, but of the whole history of the movement for training.

The continuation of Mr. Cecil Hawkins's article on "Physical Measurement of Public-School Boys" will appear in our next number.

TECHNICAL EDUCATION.

It was Mr. Macan who, at a dinner of the Incorporated Association of Headmasters, said: "Those whom the Royal Commission has joined let no man put asunder." This adaptation appropriately expressed the union which existed, until a few months ago, between the promoters of technical and of secondary education. More than this, it expressed an understanding between professional and administrative interests. In the remote contingency of Mr. Macan again holding high festival with the Headmasters, his text would probably be: "I beseech you, brethren, mark them which cause divisions and offences contrary to the doctrine which ye have learned, and avoid them." The division is to be

regretted, and it involves more than the attempt to separate technical instruction and secondary education. The Rev. E. F. MacCarthy, at the recent meeting of the Headmasters, picturesquely described the present position of "the interests of secondary education" as that of the Yankee in the presence of a certain grizzly bear. The days have been when this same bear was a docile creature, willing to work and fight for the Yankee; but it objected to having its teeth drawn and limbs disjointed without being consulted.

"SUDDENLY, last summer," said one of the Headmasters, "there was sprung upon them a Bill which was distinctly a reversal of the policy to which the Association was pledged." It is this Bill, issued without any conference with, or reference to, their allies, which will array against the official activity of the Headmasters' Association not only the influential agencies for technical instruction, but the statutory administrative bodies. These are settling their differences and combining, and promise the growth of a grizzly bear to be delivered from which Mr. MacCarthy's Yankee will invoke Providence in vain.

THE City Companies—if they had no other justification for existence—might claim to be indispensable on account of the increasing number of educational associations enjoying their hospitality. The Annual Meeting of the Association of Technical Institutions at the Haberdashers' Hall on the 12th ult. was the occasion of an important address by the President for the year, Earl Spencer. He said much that should be gratifying to various workers in the field of education. He said much, also, by way of stimulus to further development. And he is not a supporter of those who would partition the "field," erect arbitrary fences, and call on trespassers to beware. "I wish specially," said Earl Spencer, "to refer to the intimate and necessary relations which exist between technical and secondary education, and, I will go further, with primary education also." In discussing the question of Local Authorities, his lordship manifested a similar concern for interrelation as opposed to "delimitation."

THE Association passed a resolution recording its appreciation of the Board of Education Bill, expressing the hope that the Government may see its way to proceed to the establishment of Local Authorities on the lines recommended by the Royal Commission. It was also agreed to urge the more complete fusion of the educational functions of the Charity Commission in those of the proposed Central Board. On the question of the Advisory Council, Earl Spencer made an important pronouncement. "He was not aware," he said, "of any responsible Minister, except the Minister for India, who is in quite a different position, who had a permanent consultative body with him. In questions of education, great political and party questions must continually be raised, and no Minister would act with a committee which might be nominated by his predecessor, and might entirely differ from the views of the Government of the day." Such is the weighty opinion of the statesman! Alas, for the aspirations of the profession!

THE Association of Technical Institutions is making progress in the extremely useful direction of inducing various professional institutions to recognize Science and Art and other examinations for their diplomas. As that industrious educator of conferences, Mr. Reynolds, pointed out, the Association approaches these bodies, and says: "Here are certain examinations. If you care to add some simple qualification, we do not object; but we do not want to work for the examinations of a central body, like the Science and Art Department, and then have to prepare also for the examinations of different bodies." The Institute of British Architects has accepted the larger part of the Association's proposals, and the Institute of Electrical Engineers has favourably received them. It is to be hoped that other professional bodies will see it to be in the interests of the public, and of their members of the coming generation, to cooperate with the technical institutions.

THE Association of Directors and Organizing Secretaries for Technical and Secondary Education held their eighth Annual General Meeting in the hall of the Grocers' Company on the 13th ult. Mr. Macan (elected to the chair for the ensuing year) opened the public session of the meeting with a characteristic review of recent educational movements. He naturally referred to the schism between the Association and "those with whom they had been in the habit of working," and to "another movement," the increasing harmony between existing authorities. Alluding to prospective legislation, he said: "They must be careful to see that professional bodies recognized the fact that public education was going to be administered by public authorities, and not by bodies appointed under schemes drawn up by a Government Department, held in tow by a committee of teachers." He did not attach much importance to the Teachers' Registration Bill, as there did not appear to be anything in the measure to induce any really efficient teacher to register himself. "An amicable arrangement between the Incorporated Association of Headmasters and the National Union of Teachers—a mixture of oil and vinegar—would, in the matter of registration, work just as well as an Act of Parliament."

DURING the afternoon, and after considerable discussion, resolutions were carried to the following effect:—That (a) it is undesirable and impracticable to draw any hard-and-fast line between secondary and technical education in legislation concerning a Central or Local Authorities; (b) in no case should the formation of a "permanent Consultative Committee be antecedent to the statutory constitution of Local Authorities; (c) as the majority of the members of existing County Councils or Technical Education Committees are, or have been, managers of voluntary schools or members of School Boards, it is unnecessary in administrative counties for direct representation to be given to primary school interests. Further, the present powers possessed by County Councils are sufficient to secure the representation of all educational interests. (d) In accordance with the view of the Royal Commission, no direct appointment of teachers by teachers should be made upon Local Authorities.

THE attitude of non-county boroughs in any question relating to local government, or administration, is an important factor. With considerable Parliamentary influence they can also, as a rule, count upon the support of the municipal corporations of county boroughs, for frequently the interests of the two are identical. The compromise to which the Joint Committee of the County Councils Association and the County Boroughs has arrived is, therefore, significant. While holding the administrative county to be *prima facie* the area for secondary education, it is agreed that provision should be made enabling the Council of any county, or of any municipal borough, to make representation to the Central Authority for the constitution of a separate area, "and if the Central Authority, after a local inquiry, at which all parties interested may be heard, are of opinion that it will be in the best interests of education that such an area should be constituted, they may make an order accordingly."

THIS appears to be a reasonable and practicable solution to a difficulty. The "interests of education" are, presumably, what every one wants to advance. It may be desirable, however, if the proposal is likely to be translated into an Act of Parliament, for the claim of a district to be constituted a separate area to be dealt with immediately the statute comes into operation.

THE Association of School Boards has also agreed that, in administrative counties, the Councils should nominate a majority of the members of the Local Authority, while, of the remainder, a portion up to one-third of the whole be allocated to the School Boards in the county.

ATHLETICS AND FATIGUE.

A CHAPTER IN SCHOOL HYGIENE.

By J. CECIL HAGUE.

I.

THE chief glory of English public-school life, and the one thing which, to the eyes of a foreigner, constitutes its irresistible attraction, is its outdoor life. No school but has its playing-fields, its sports and field exercises, as essential to it as the *Turnhalle* to the public schools of Germany. In two recent numbers of the *Allgemeine Deutsche Lehrerzeitung** the relative values of these rival methods of physical training are discussed, and the decision is given in favour of the German system. Of more interest are the recent attempts which have been made in Germany to estimate with some approach to certainty the effects of physical exercises regarded as a means of allaying fatigue induced by school instruction. Various methods have been employed, and, as they all agree substantially in their results, I offer them as a chapter in school hygiene, with a view to raising the issues concerning physical exercise beyond the sphere of mere controversy into the region of fact.

Put shortly, the conclusion is that *physical exercise increases rather than diminishes fatigue*, that cricket and football, gymnastic exercises and military drill, produce not merely muscular, but acute brain, fatigue, and therefore that the common custom of including drill in the school curriculum as a means of restoring mental activity in the interval between two school lessons (say, mathematics and classics) is a hygienic mistake.

Let me briefly state the grounds on which this view rests, and the methods by which we arrive at this result. First, as to the methods. These are mainly two: the Ergographic method of

* Nos. 39 and 40.

Prof. Mosso* and the Griesbach method.† The Ergograph, or work-measurer, is an instrument invented by Mosso for measuring the degree of muscular fatigue, and the observation is performed in the following way. The arm of the patient is fastened securely to a slab attached to the instrument in such a way that the middle finger hangs over the edge. To this finger a weight is attached. As muscular fatigue advances the finger at last drops, being no longer able to support the weight. The instrument measures the exact time occupied. When fresh and vigorous, fatigue comes on slowly, but after lengthened bodily or mental exercise the time is considerably reduced, and so a means is offered of measuring what degree of fatigue attends various kinds of mental and physical work.

‡ Griesbach's method is rather different. It is based upon the fact that fatigue lessens sensibility. If the two points of a pair of compasses are set at a moderate pressure upon the surface of the skin, they will arouse two sensations. Sometimes, however, instead of two sensations, only one is felt. Dr. Griesbach found that this merging of two distinct sensations into one is the result of fatigue, and that the distance at which the two points were felt as one varies with the degree of fatigue of the person measured. The instrument used by him in making observations is called an *Æsthesiometer*. In addition to these indirect methods of measuring fatigue there are the direct methods, as those of Burgerstein and Ebbinghaus, which consist in giving a short memory or dictation test and noting how the previous instruction or mental activity alters the speed and accuracy of the results.

All these methods have been applied to ascertain the effects of physical exercise in German schools, and the results in each case are similar. All confirm the statement made at the outset respecting the relation of physical exercise to fatigue. Kraepelin‡ found that a walk of two hours induces a fatigue equal in amount to one hour's arithmetical calculation. Wagner§ estimates that one hour's drill is equivalent from the point of view of fatigue, to the same period of instruction in German. Most instructive is the comparison offered by Wagner and Kemsies|| as to the relative effects of gymnastic exercises, on the one hand, and the usual subjects of school instruction, on the other, in bringing on fatigue. Both classify the various school subjects according to their fatigue effects, and both give a very high place to drill instruction. Wagner's classification is as follows:—Mathematics, 100; Latin, 91; Greek, 90; gymnastic exercises, 90; history, 85; geography, 85; arithmetic, French, German, 82; natural history, 80; drawing and religion, 77. That of Kemsies places gymnastic exercises first in the scale of fatigue; then come (2) mathematics, (3) foreign languages, (4) religion, (5) German, (6) science subjects and geography, (7) history, (8) singing and drawing. The differences in these results as regards the other subjects represent the influence of the teacher's individuality, which always plays a great part in increasing or diminishing school fatigue. But on the question of drill there is remarkable unanimity and the results in this case are confirmed by Friedrich, Griesbach, and others.

One fact at once becomes evident as a result of our discussion, *i.e.*, that physical exercise carried on with any degree of vigour does not neutralize the effects of brain fatigue. The very reverse is the case. There is an intimate and vital relation between muscular and brain fatigue, a relation which was first formulated by Mosso, and which the above facts confirm. It is this: *not only does muscular fatigue react upon the higher nervous centres, but, conversely, mental activity has the effect of inducing fatigue in the muscles.* And it is just this relation which in our school life is only too frequently ignored. "Fatigue," writes Mosso, "is in its nature a chemical process."¶ When a limb functions, or the mind is active, there takes place in the muscle or brain cells a process of decomposition, and they become charged with an impure substance which gradually arrests activity and brings on fatigue. Once this injurious

matter has begun to collect, it can only be removed by rest. Exercise only brings on more swiftly the inevitable fatigue. Walking and running, cycling and swimming, Kraepelin well says, "are enjoyable and healthy, but they are not recreation, if by recreation we mean preparation for mental work. . . . Only within very narrow limits is recreative work rest."* This fact has always been recognized by thinkers. Addison had his quiet walk and Wordsworth his garden path along which they sauntered to repair their lost vigour. But the modern tourist rushes to and fro, seeking rest and finding none. The seaside convention and the Alpine conference are cunningly devised snares to rob sea breeze and mountain air of their best gifts. The poet seeks and finds in solitude the completest rest. So also our comic papers, and the magazines which we read by looking at the illustrations, have their sanction in the fact that they offer a gentle stimulation that does not fatigue. And does not, from this point of view, the professor's delight in playing "tiddlewinks" give proof of profound wisdom?

II.

To many, I have no doubt, the result at which we have now arrived will seem paradoxical. It is absurd, they may object, to deny, in the face of experience, to physical exercise the power to refresh the mind and allay fatigue. But this is to confuse the meaning of what has been said. Exercise does undoubtedly bring eventually freshness and vigour, though it does not and cannot allay fatigue. Only sleep and rest can do that. Let us look a little more closely at the effects of exercise. And, firstly, a point much insisted on by Kraepelin in his "*Hygiene of Work*" must be here emphasized—*Not all weariness is the result of fatigue.* The feeling of weariness may or may not accompany fatigue. We may have weariness without fatigue, and we may have fatigue without weariness. To illustrate: I may rise in the morning, eat a good breakfast, take a stroll, and yet have a strong disinclination to work. I may feel tired, too, and easily convince myself that I am fatigued, though I cannot say why. But the recollection of the urgency of the work, or a strong sense of duty, at last induces me to make a start, and very soon the feeling of fatigue passes away, and, after the lapse of an hour, I am in excellent trim for work.

Real fatigue cannot be so cast off, and ill fares it with the man who strives to oppose his will to its advance. Stevenson, in his "*Virginibus Puerisque*," offers a striking illustration of this. A young Scotch student anxious for a brilliant termination of his college course, throwing all rules of health aside, strains his mental powers to the utmost. Night after night, he burns the midnight oil till its yellow rays mingle with the first streaks of dawn from the half-closed shutters of his chamber window. The eve of the examination draws near, when his weary vigils shall have an end. The last touches have been completed and he throws himself upon his bed. The morning finds him tossing in delirium, a burning fever consuming the overwrought brain, till death finally brings an issue to his sufferings. A more prosaic, and perhaps more convincing, proof of this distinction between fatigue and weariness is offered by Kemsies, who tested himself by means of the Ergograph. He found that, feeling tired after a day's work at 8 p.m., he measured himself and registered 4,242. At 12 p.m., feeling fresher, he registered 4,116, *i.e.*, the fatigue had increased. In the morning, with little feeling of fatigue, the Ergograph registered 3,948, though shortly afterwards the feeling of weariness returned and the fatigue reached its maximum at 3,654. These results show how little we can rely on our feelings as an index of our fatigue.

Active exercise, then, has two important effects—(1) it removes weariness when this is not the result of actual fatigue; and (2) it strengthens the muscles and physical organs, rendering them better able to resist the effects of fatigue by pushing back the period at which it begins to take effect. But only sleep can eradicate the injurious products which cause fatigue, only sleep can repair the consumption of waste tissue in muscle and brain cell. Active physical exercise has the powerful effect of giving zest and pleasure to work. As rest is the antidote against fatigue, so exercise is the great antidote against tedium and weariness (*Müdigkeit*). It is to restore the lost appetite for work, to get rid of the effects of tedium and monotony, that the brain-worker finds his greatest

* *Vide* Mosso, "Die Ermüdung."

† Griesbach, "Energetik und Hygiene." (Leipzig: R. Oldenbourg.)

‡ "Zur Hygiene der Arbeit."

§ "Unterricht und Ermüdung: Ermüdungsmessungen an Schülern des neuen Gymnasiums in Darmstadt." (Berlin: Reuther u. Reichard, 1898.)

|| Kemsies, "Arbeitshygiene der Schule." (Berlin: Reuther u. Reichard, 1898).

¶ "Die Ermüdung."

* "Zur Hygiene der Arbeit."

pleasure in scaling the highest summits of the Alps. The keen air and no less pleasurable excitement act like a spell. No doubt, good work can be done under the influence of will and duty, even when there is no inclination to work, and no pleasure in its performance. Much of our work has so to be performed.

The deeds in hours of insight willed
May be in hours of gloom fulfilled.

But the best work is not so done. It is inspired by love rather than duty; it is free, glad, spontaneous. It is to secure the proper conditions for entering into this state of mind that we need exercise. "We can never give up sport and athletics," writes Kraepelin, "so long as we wish to be full-blooded men and not work-machines of so much H.P."

If what has been said is admitted, one or two educational corollaries may, in conclusion, be shortly stated. And, first, recreation between school lessons must not be severe in character. The more passive it is the sooner will it bring about recuperation. Drill and gymnastics should, if given in the morning, come at the close of the instruction. And, lastly, the writer ventures to express the hope that before long we shall see in England, as at present we find in the higher schools of Germany, that *all intellectual instruction will be given in the morning*, leaving the afternoon free for the full development of the physical nature and for securing to the scholar that feeling of zest and pleasure in his work which doubly enhances the educational value of the school instruction.

RIME.

IN a recent number of *Longman's Magazine*, Mr. Brander Matthews philosophizes very agreeably about the function of rime, and breaks a lance with those who indulge in imperfect rimes, or "rimes to the eye." Not content with the ordinary explanation that rime marks the end of a line, joins two or more lines in pairs or sets, and satisfies our expectation of recurrence, he invokes Mr. Herbert Spencer's Principle of Economy of Effort as supplying its ultimate rationale, and refers to Mr. Grant Allen's discussion of the subject in "Physiological Esthetics" for further elaboration of this idea. With this presentment of the physiological principle of rime we have no desire to quarrel. Rhythm and metre satisfy a craving of human nature. They are not arbitrary adjuncts, adventitious ornaments of verse, but constitute the very life and essence of a poem. The craving for rhythm shows itself in countless ways—the beat of a blacksmith's hammer, the measured pull of sailors at a rope, are familiar instances. That this craving is due to a desire of economizing waste of tissue seems a very probable explanation. The uniform beat of verse, as contrasted with the ever-changing, seldom-recurring cadences of prose, clearly suggests order as opposed to disorder. Everything measured and orderly facilitates attention; the mind concentrates itself on the subject, helped by the rhythm. That is why names and dates are frequently hitched into verse for easier remembering. And, if this be true of rhythm in general, it is also true of rime, which is but a device for calling attention to metre by pleasantly emphasizing the end of a line.

It is when Mr. Matthews proceeds to practical application that we have difficulty in following him. All verse, he says truly, is meant to be spoken aloud. Though a printed page be now commonly substituted for oral recitation, we still imagine it audibly repeated, and, where we admire greatly, are not content till we actually hear it. The whole appeal of poetry is to the ear, now just as much as of old. Therefore, he argues, rime has to do merely with the sound of words, and not in the least with the spelling. *Plague* and *ague* are not rimes, and no more are *sword* and *lord*. When rimes like this last pair are used, it is simply because the poet failed to find a proper yoke-fellow. All such rimes are defects, and so are rimes like *heaven* and *given*, *spirit* and *inheril*. The perfect poet would avoid such blemishes. So Mr. Matthews; but he seems here to take a one-sided view. His principle is perfectly sound, but it is not the only one. To condemn writers like Tennyson for not knowing their tools is a dangerous game; it is at least probable that they were as competent craftsmen as their critic. May not these defective rimes have been deliberately employed, like discords in music? To take an exact parallel, every line

of verse has some normal structure. Iambic lines, for instance, should consist of iambic feet; but no poet ever tolerates many such lines together—the effect would be too monotonous. It is only critics who praise verses for being "correct"; our poets, from Milton to Pope, have a higher ideal. We must leave Mr. Matthews to work out the philosophy of this; to the plain man it seems clear enough that, when the attention flags, a slight fillip is the best awakener. Such a fillip is given by departing for a moment from the normal pattern; the departure must not be too great, else the effect of recurrence would be lost. Precisely the same argument will explain these dubious rimes. Mr. Matthews knows this, and wittily objects that it is like saying one prefers matrimony as a rule, but enjoys free love occasionally! Without following him into such dangerous ground, we may say that, in matters metrical, variety in uniformity is continually sought, and that a poet's sensitive ear should be the best guide. His object is to give pleasure to his readers; if he fails to do so, he misses aim.

Does an educated reader, unbiassed by theory, find these rimes agreeable or the reverse? The answer will vary in different cases. Poets are not infallible, and sometimes, no doubt, they make mistakes. Mrs. Browning went great lengths in this way. She did so, as she explains herself, not from carelessness, but deliberately attempting to substitute some degree of mere *assonance* for rime proper. Her experiments are generally thought unsuccessful; the departure from normal pattern is too great for pleasure. Perhaps the precise limit of variation comes where further divergence suggests either negligence or mispronunciation. Poetry presupposes a somewhat stately and careful delivery of words; therefore *Elizas* and *advertisers* cannot rime in serious verse. Astonishingly many educated people do slip in that final *r* ("Victoriar, our gracious Queen," &c.), but they always do it through carelessness. Similarly, despite Mr. Matthews, *dawn* and *morn* are bad. There may be no difference of sound in colloquial pronunciation with the best speakers, but there is a consciousness of underlying difference, and to ignore this sounds vulgar. Accordingly, both these sets of rimes are best kept for comic verse. But when Tennyson writes—

they rode like victors and lords
Thro' the forest of lances and swords,
In the heart of the Russian hordes—

the slight difference in sound arouses attention, without suggesting carelessness or mispronouncing, except to very captious critics. On these principles, and with these limitations, some measure of latitude seems permissible and even praiseworthy. But wherever the reader's attention is specially challenged—as in the case of grotesque double rimes—different standards prevail. A problem has been set: the reader is agog to see how the poet solves it. Anything like imperfect success will be resented. Therefore double rimes must either succeed perfectly, or—what is equally common—fail in a way to make the reader laugh *with*, not *at*, the poet. Thus, when Lowell ends a line with the word *pentameters*, and escapes his difficulty in the next line by making "people of common sense *damn metres*," we pardon the slight imperfection for sake of the joke. Therefore poets usually put the difficulty first, the solution second. But this, too, would become trite if never varied. So Robert Browning, one of our very greatest masters of grotesque rime, tricks us by sometimes inverting the order. Why Mr. Matthews should object to this harmless little bit of surprise, we cannot imagine. Most readers will probably think that Browning knew his business fully better than his critic.

Space forbids further discussion. The paper in *Longman's* is interesting and amusing, and should certainly be read by students of verse. But it errs, as so many critics do, by trying to make absolute rules in a matter which does not admit of them. To say that, in serious verse, no rime except one perfect to the ear may ever be used is unwarrantably to limit the freedom of our poets. They must work, and experiment, and find out by actual trial what results please and what displease. They cannot be too careful in ascertaining what their own ear tolerates, too resolute in excluding what it considers even doubtful. But, having so laboured, they have done their duty. It is not necessary for them to give up their freedom at the bidding of any critic, with however great show of authority he may seem to lay down his decisions.

CORRESPONDENCE.

PROFESSOR JEBB, THE INCORPORATED HEAD-MASTERS, AND THE BOARD OF EDUCATION BILL.

To the Editor of The Journal of Education.

SIR,—The address given by Prof. Jebb at the luncheon of the Headmasters' Association on January 14 is of the gravest moment in respect of the prospects of the Government Education Bill. With much of what Prof. Jebb says all will agree, more especially when he denied that any notion of the establishment of an "autocratic bureau" lurked in the Board of Education Bill. It is precisely for this reason, as I pointed out last autumn, that the Bill, although it denies to the Local Authorities the recognition of their just claims, has been accepted, and even approved, by those Authorities. But Prof. Jebb himself went on to indicate his desire to amend the Bill in such a way as to establish that bureaucracy, and to bring down upon the Bill the hostility of every kind of local public body administering public educational funds. The Government, in the Bill as drafted, decline to accede to the professional claims for the establishment of a "permanent," and "statutory," Consultative Committee. The Duke of Devonshire considers that such a body (entirely unknown to the constitution of this country) would "hamper the Minister," who must be "as free in the choice of his advisers as he would be free in the action which he took upon their advice." But Prof. Jebb, with the various teachers' trade unions, does not agree. They demand a Council at headquarters of irremovable persons, two-thirds of which will represent teaching bodies; in other words, "largely founded upon the Registration Council" of the Teachers' Registration Bill. Why should a Minister "naturally look for advisers among persons of such qualifications," as Prof. Jebb has it? We have had in the last half century nearly twenty Royal Commissions, Select Committees, and Departmental Committees, inquiring into educational questions. Most of these bodies, notably the Royal Commission on Technical Education, were *not* to any extent composed of teachers, while, in all cases, persons with competent knowledge of local needs and administration had a large, if not a predominant, voice. Why is all this to be changed for the future? Why is "continuity of educational policy" to be established at headquarters, although the needs of education are continually varying, and Ministers and Parliaments come and go, unless with the object of cramping local effort and stereotyping educational machinery?

But the fatal defect in this proposal to alter the Bill is that it leaves out of sight the question of *responsibility*. The members of the "permanent" and "statutory" body are to be appointed largely by universities and teaching associations. The Minister is responsible to Parliament. The Local Authorities are responsible to the ratepayers. The permanent paid officials are responsible to the Government. But the members of this new body are not responsible to any public authority; they are the creatures of their own private associations, whose dictates they will have to carry out, and whose members they will have to keep informed of all delicate questions of Government policy upon which the Consultative Committee is asked to advise.

The Association of Organizing Secretaries, of which I have the honour to be Chairman, resolved practically unanimously that "in no case should a *permanent* Consultative Committee be attached to the Board of Education," and were quite unanimous that such a Committee should not come into power before the statutory constitution of Local Authorities. This is of the first importance. The teaching associations wish this bureau to be at work before the Local Authorities are established, in order principally that it may influence the composition of such Authorities, and force upon them a representation of those who are practically their own servants, having a beneficiary interest in the funds administered.

The Royal Commission desiderated the co-optation of educational experts on these Authorities, which is a very different thing. An Incorporated Headmaster is not, *ipso facto*, an educational expert, and, as a rule, knows nothing of the semipolitical questions with which Local Authorities must deal. When such men as Lord Spencer and Sir B. Samuelson agree with the Duke of Devonshire that the consultative and irresponsible body will not be tolerated by any Government

Department, surely even Headmasters will pause. How it would deal with Local Authorities is well seen from the remarks of the Chairman of the Birmingham School Board, who was put up, not for the first time, to rage furiously against the County Councils. Of course, he coupled Clause VII. with his attack; of this matter he has no practical knowledge, as it is not in operation in either Birmingham or Warwickshire, and he was merely repeating the meaningless shibboleth of the School Boards Association; possibly he is not aware that Prof. Jebb was one of the authors of the clause. I have no hesitation in saying that Mr. MacCarthy's attack on the Technical Committees, "not knowing what secondary education is," is a gross libel fully contradicted by the Royal Commission, while his statement that "in most cases they have schools of their own" and "ignored" governors of secondary schools is in direct contradiction to facts. He was also good enough to say that Organizing Secretaries—those terrible persons—"would have nothing to do with secondary education—as *members understood it*"; possibly not, but Vol. I., pages 33, 34, 35, of the Report will show him that they have a great deal to do with secondary education as the *Royal Commission understood it*. Truly when one reads such speeches as this one, one must agree with the evidence of the Rev. T. W. Sharpe, C.B., that School Boards are incompetent to deal with secondary education, and one is led to feel that their atmosphere is, in this respect, fatal to even their own chairman.

But our Incorporated friends went even further in their perversions, and distorted the words of the Duke of Devonshire himself. They received "with satisfaction" his statement that the Education Office would "probably consist of three Departments; dealing with primary, secondary, and technical education respectively"; in other words, they accuse the Duke of conforming to the heresies of the Lockwood sect. This resolution naturally was entrusted to Dr. Gow, who thinks that in consequence "any Local Authority, the School Board, for instance, would be good enough." Of course, the Duke said nothing of the sort. His proposal, in his words, was that "those functions now discharged by the Science and Art Department would be grouped under the Secondary Department proper"; these functions cover the *whole* definitive clause of the Technical Instruction Act! The Duke's third division was for "the supervision of the *mere* technical branches of Science and Art" and for museums. In other words, solar physics, geological survey, and similar matters dealt with at South Kensington are to remain there with the Museums Section of the Department, just as they are at present. But all Clause VII. work is "secondary proper." This "separatism" fallacy of the Headmasters has, I fear, got a long start, but I hope to overtake it before it has deceived too many.—I am, yours obediently,

H. MACAN.

HIGH-SCHOOL AND UNIVERSITY STUDENTS AS MISTRESSES IN PUBLIC ELEMENTARY SCHOOLS.

To the Editor of The Journal of Education.

SIR,—(1) Great *demand* for mistresses in primary schools; (2) excessive *supply* of mistresses in secondary schools; (3) active steps should be taken to try and *bring together* the demand and supply.—Such are the three points on which all are agreed who have written to me in consequence of my letter in your January issue. It remains, therefore, to see what can be done to bring together the supply and demand. There are several ways of doing this, but will you allow me to point out from your columns a new method?

In the January *Journal of Education* an article appeared, written by Miss Brackenbury, on "The Training of Teachers: a Suggestion." Its object was to explain the new scheme lately adopted by the London School Board, and to suggest that a similar scheme might be tried in secondary schools for training teachers for those schools. My object is also to draw your readers' attention to this scheme, and to point out that here I believe is one way, but not the only way, to solve the problem of bringing high-school and University students into our Board schools.

The following is the scheme as explained by Miss Brackenbury:—The London School Board has recently adopted, at the instance of Mr. Lyulph Stanley, a scheme to meet the needs of those Queen's scholars on its staff who find themselves unable to obtain a place in a training college. For a period of four

years these young teachers, who are already qualified under the Code as assistant-teachers, will be engaged in the schools for half-time only; the remainder of their time will be spent in attending classes in preparation for the Government Certificate Examination. This instruction will be provided by the Board without fee, and a very small salary will be paid to the teacher for her services in the school. At the end of the four years, the teachers who passed through the Board's Certificate classes on these terms are to rank with those who have had the usual two years' course of training in a recognized training college. This new departure is interesting in two ways: (1) as an attempt by a School Board to meet the demand for "training" which the existing training colleges are totally inadequate to supply, and (2) as a proof of the value set upon training by the elementary school teacher. The teachers who will enter upon the training now provided by the Board must be at least eighteen years of age; so that the very lowest age at which they will be fully qualified is twenty-two years.

As the scheme now stands it is, I believe, doomed to failure, for the following reasons:—(1) It is to be a "refuge for the destitute," for it is only intended for those who have failed to get into a training college. (2) It is worked upon the half-time system. This plan is not popular with head teachers, even with their pupil-teachers; but, if some adult assistants have also to be away from school for half-time, then head teachers will not care to encourage this new scheme of the London School Board. (3) It has been tried before and given up.

Now I believe that this scheme of the London School Board might be made a success if girls from high schools were by it allowed to train for elementary school teaching. Probably the rules and regulations might be the same, but only open the door to others besides those who have tried and failed to get into a training college. All outside candidates for admission would have to pass one of the examinations mentioned under Article 51 of the Code. I believe that many high-school girls would avail themselves of such an opening for training. I am sure that the Board schools would receive much benefit by the infusion of a set of teachers who have not spent all their lives from three years old in the atmosphere and environment of a Board school. As it now stands, there is a danger that this new scheme of the London School Board, if it should remain in force many years, may do much injury to the schools, for there will be a large class of influential teachers who would never have gone beyond the bounds of a London Board school. Probably head teachers would readily put up with the half-time system if they saw that by it they would before long obtain a good supply of mistresses of culture and refinement, whose high-school education should have had a widening and uplifting influence on their lives.—I remain your obedient servant,

St. Saviour's Vicarage,
Camberwell, S.E.
January 17, 1899.

J. BAYFIELD CLARK.

THE SANITARY INSPECTION OF SCHOOLS.

To the Editor of The Journal of Education.

SIR,—The recent decision of the High Court in the case of the Vestry of St. Pancras and the North London Collegiate School for Girls turns upon the claim made by the Vestry as the sanitary authority for an unconditional right of entry, without assigning cause, into every building in the parish. The Court has decided, as the magistrate had previously held, that the right of entry is conditional upon the existence of reasonable cause. The decision has as much reference to private houses as to the North London School, but out of it arises a question of public policy affecting secondary schools.

The governors of the school would have made no objection to the ordinary inspection of drains and the sanitary works connected with them. They would not even have opposed a house-to-house sanitary inspection in the locality. The Health Committee of the Vestry of St. Pancras, however, were aiming not at a house-to-house inspection, but at a school-to-school inspection. Now, school inspection for sanitary purposes involves the assumption of control over methods of ventilation, the ratio of numbers to cubic space in class-rooms, and other details, all fit subjects for proper investigation, but the regulation of which by a Vestry inspector (not even the medical

officer of health himself), whose official experience is of factories and workshops, not of schools, has never yet been contemplated by any Act of Parliament. The Public Health Act deals with schools only as included under the term "house"; but the Vestry has been engaged in an attempt to use the powers of the Act with a liberal interpretation of Section I.; so as to take upon itself the sanitary inspection of schools, as if they were in the same legal category as factories or common lodging houses. The Vestry might with equal reason claim control over the number of guests at a private party and the ventilation of the reception rooms.

Thus the question which the school authorities had to decide was whether they would—by allowing the Vestry to inspect, as a right, in this fashion, the largest and most important secondary school in the parish—aid it towards the acquisition of power in the management of secondary schools beyond its legal rights. We do not for a moment dispute the proposition that there should be some public inspection and control of schools as schools, whether public or private, as to their sanitary condition, with a right of entry more absolute than that given to the Vestry for ordinary houses, and even with a right to make "surprise visits." What we do dispute is that the Vestry is a suitable authority for this purpose. The school sanitary inspector should have special acquaintance with schools as well as with health. The Vestry has no fitness for the selection of such experts, and the area within its jurisdiction is too small for it to employ one in addition to its other sanitary officers. Nor is it in any degree qualified to draw up school regulations.

The Royal Commission on Secondary Education, 1895, made a definite recommendation on the subject of sanitary inspection, which we hope may be carried into effect in the Government Bills of next Session. It is as follows:—

"We accordingly recommend that the Local Authority be empowered to cause all schools, whether endowed (or in any sense public), proprietary, or private, within its area, to be inspected as respects the sanitary condition of their buildings and class-rooms, and to require them to conform to such general regulations for securing health as may be issued by the Central Office."

The Local Authority and Central Office here mentioned are the Local and Central Educational Authorities respectively, the establishment of which for all purposes of educational organization was contemplated by the Commissioners. The area of this Local Authority was to be no less than that of the administrative county. Nevertheless, the Commissioners thought it expedient to entrust the making of regulations, not to the Local Authority, but to the Central Office.

The compulsory sanitary inspection of schools, judiciously guarded as the Commissioners recommend, would be welcomed by governing bodies and heads of schools generally. The Education Bill that was introduced last Session by Colonel Lockwood, and understood to be approved in its general features by the associations representing heads of secondary schools, contained the following clauses:—

"(1) It shall be the duty of the Education Department to cause a sanitary inspection of every school in England, not being a public elementary school, to be made as soon as may be after the passing of this Act, and afterwards at such intervals and times as they may think fit in each case.

"(2) Any person appointed by the Education Department to make a sanitary inspection under this Act on their behalf of any school may for that purpose enter the school premises at any reasonable time, and do all things necessary for making an effective inspection."

We ourselves prefer the solution suggested by the Commissioners to that of Colonel Lockwood's Bill; but we quote the above clauses in evidence of the fact that educational opinion is clear as to the need of school sanitary inspection, and equally clear as to the qualifications requisite in the authority to which it is entrusted.

Having a very clear conscience as to the sanitation of the North London Collegiate School, every point of which was carefully considered by its enlightened founder, Miss Frances Mary Buss, with the aid of skilled advisers, and has been diligently watched down to the present day, the governors of the school do not regret that it fell to them to maintain the claim of the secondary schools in general that the control of their sanitation should not fall into the hands of an authority neither possessing, nor designed by the Legislature to possess,

the special knowledge necessary for the due exercise of such control.—We are, Sir, yours faithfully,

WILLIAM LATHAM, *Chairman of the Governors.*

SOPHIE BRYANT, *Headmistress.*

North London Collegiate School for Girls,
Camden Road, N.W., January 23, 1899.

PUBLIC-SCHOOL BOXING.

To the Editor of The Journal of Education.

SIR,—As one who has taken part in the Public Schools' Boxing Competitions, I should be glad to obtain some explanation of the theory advocated with regard to them by some or most of the Headmasters. I understand them to say that what should be aimed at is defence—not attack. I am, I confess, somewhat at a loss to understand how defence can be practised in the absence of attack. I have, it is true, occasionally seen boxing in which this theory seemed to have been adopted by the combatants, probably on account of some deficiency of enterprise rather than from any conscious endeavour to carry into practice the gentle and innocuous method suggested by the Headmasters. Such "contests" seemed to me somewhat lacking in interest and definite result.

If the idea of excluding attack is adopted, it appears superfluous to discuss the much vexed question of the "knock-out" blow, against which the same refined sensibility would naturally rebel. Still, one would like to know how a hit—which is as often given by accident as by design—is to be barred. Would the Headmasters approve of some system of padding the jaw or chin, with the view of obviating the "disastrous" effects of such hits? Even then the nose remains vulnerable, and there is still a possibility that the gentle spectator may be horrified by an effusion of "the claret." If this organ also is protected, though the combatants would certainly present a rather absurd appearance, there would be little fear of fatal results, even though a gentle tap were occasionally permitted. It need not be said that this method excludes strength as a factor in competitions.

May we hope that the author of two well known works—I am not sure that I am giving the titles correctly—"Advice to Mothers" and "Latin Verse for Sucklings"—may be induced to complete the series with "Boxing for Mothers"? This would undoubtedly supersede all other handbooks on the subject.—I remain, yours, &c.,

POLLUX MINOR.

THE PRUSSIAN GOVERNMENT AND PHONETIC TEXTS.

To the Editor of The Journal of Education.

SIR,—May I draw the attention of your readers to a mistake which was made by one of the speakers at the Cambridge meeting of the Modern Language Association, and which was repeated in the report of his speech appearing in the January issue of the *Journal of Education*? He stated that the Prussian Government do not allow the employment of phonetic texts for the teaching of modern languages in their schools. It is true that in the *Lehrpläne* of 1891 such texts were forbidden; but in 1893 the prohibition was finally removed. Mr. Lipscomb's admirable translation of these *Lehrpläne* will reassure any English teachers whose faith may have been shaken by the statement alluded to.—I am, yours obediently,

FABIAN WARE.

Hampstead, N.W., January 17, 1899.

A CORRECTION.

To the Editor of The Journal of Education.

SIR,—May I make one or two corrections in your report of the meeting of the Modern Language Association at Cambridge?

I advocated *not* the introduction of composition into the Local papers (Junior and Senior), for composition already forms part of those papers, but that all candidates should be obliged to pass in composition. This would naturally lead to more attention being paid to the writing of the language, and would be one step in the right direction.

With regard to the *viva voce*, I pointed out the difficulty of organizing a satisfactory test where the number of candidates is as numerous as in the Local Examinations. In support of this, I mentioned that the Senate of the University of London had not found it at present practicable to introduce the *viva voce* in the Matriculation Examination. Lastly, it was, I think, M. Janau who mentioned that there was a *viva voce* in the Irish Intermediate Examinations.—I am, Sir, your obedient servant,

E. L. MILNER-BARRY.

Mill Hill School, N.W., January 19.

CHELTEMHAM LADIES' COLLEGE.—Of the successful candidates for the recent B.A. examinations of the University of London, the following have taken Honours:—Dorothy Duxbury, Second Class Honours in English; Violet C. Gask and Ethel Gregory, Third Class Honours in English.

JOTTINGS.

WE learn from a "Note" in the *Educational Times* that the teaching of English is "a subject which has been exercising the attention of prominent men in Wales of late," and the writer suggests that "much of the weakness shown in languages, such as Latin and French, arises from insufficient training in the principles of grammar, as illustrated by the grammar of English, or from an inability to grasp the meaning of words used in their (*sic*) best books." It is charitable to suppose that the writer of the "Note" is a Welshman more familiar with the principles of grammar than with applying them to English composition.

A CHARTERHOUSE master sends us the following *vera historia*:—"I was having my hair cut the other day at Guildford, and made some remark to the barber which showed that I was a schoolmaster. He proceeded to give me his ideas on modern-language teaching, and informed me that he had been within an ace of adopting the same profession. 'It was like this,' he explained. 'When I landed at Dover I had not yet decided. To the stranger there are three careers open. He may become a professor, or a waiter, or a hairdresser. After essaying the first two, I finished by electing the last. And, if I may presume to say it without offence, I think mine is the least disagreeable of the three *métiers*.'"

THE *Saturday Review*, under its new editorship, is reviving its old traditions of liberty of prophesying without respect of persons. In the same number it attacks Sir Robert Giffen's statistics and exposes Dr. Macnamara's serious and misleading mistakes. With the former we are not concerned, but we are astounded that a discrete and learned body like the N.U.T. should give its sanction to a pamphlet which confounds the "maintenance" of a scholar with the "maintenance" of a prison convict, and prints *per capitum* as the Latin for "a head."

A CHAIR of Brewing and Malting is to be established in Mr. Chamberlain's University, and £23,000 has already been subscribed towards the endowment. A counter-proposal for a Professorship of Aerated Waters and Non-intoxicant Liquors is said to be on the *tapis*.

As a supplement to the books on "Phonetics" recommended in our last number by the Modern Language Association, Miss Verrall adds the following on the recommendation of Miss Brebner:—"Chart of English Sounds" (Philip), 3s. 6d.; "Deutsche, Englische und Französische Lauttafel" (System Victor) (Marburg: Elwert), each 2s. 6d.

MR. MACCARTHY, Chairman of the Birmingham School Board, calculated that the school life of a Birmingham child is less than two-thirds of the school life of a German child under similar circumstances. And, further, he points out that this comparative loss to the English child takes place at the most fruitful time of school life, between the ages of eleven and fourteen.

A BLUE-BOOK has been issued giving an account of the work done by the new Voluntary Schools Associations. It appears that the Church Associations have received £463,063, the Roman Catholics £68,125, the British and other Associations £46,726, the Wesleyan £36,057, the Jewish £2,830, the unassociated £891. Out of the unassociated schools, 170 made no application for a grant; six were refused, and twenty-five were excluded on the ground that they had unreasonably refused to join an Association.

THE *Book World* gives the following story:—An Inspector questioned a class of London children about flowers. After getting the answer "rose," he went on: "Yes, and what must I be very careful of when I go to pick a rose—something that would hurt me if I did not take care?" The answer came readily. The children knew what they had to look out for in picking flowers. "The 'tec, sir," they replied. It is natural, but somewhat pathetic, that the London child's idea of flowers should be associated with the park keeper, who forbids the plucking.

PROF. SULLY's article on "Dollatry" in the *Contemporary* should be read by all child-lovers. It is full of amusing stories of dolls, from which Mr. Sully does not hesitate to draw occasional morals.

HERE is one little story from the "Pages from a Private Diary," which, after running through the *Cornhill*, are now published in volume form:—The Inspector asks "What is a pilgrim?"—"Please, sir," said the child, "a man who travels about."—"But I travel about," said the Inspector; "am I a pilgrim?"—"Please, sir, a good man."

It has now been definitely decided that the Teachers' Guild Holiday Courses shall be held in Lisieux and Tours during August, 1899.

THIS month will see the establishment at Oxford of the Ruskin Hall. "Its purpose is to place a portion of the incomparable educational facilities and advantages of this centre of learning at the disposal of young men of small means." The scheme includes one year's residence at Oxford and three years' supervised home reading. Board and lodging is to cost 10s. a week, and tuition £6 a year. A number of scholarships are offered. Ruskin Hall has no official connexion with the University, and does not assist any one to obtain a degree. The promoters expect their students to return, after their residence at Oxford, to their respective shops, factories, farms, and mines, to *raise*, rather than *rise out of*, the mass of their fellow-workers.

IT is well to be a headmaster. Mr. Almond, of Loretto, holds up his hand in horror (in the *Times*) at Mr. Welldon's suggestion that a schoolmaster should resign at the age of sixty. Mr. Almond adds:—"I could not look forward with equanimity to what remains to me of life did I not know that there is no external power which can banish me from the world of boys." What, then, does the Headmaster of Loretto think of the feelings of assistant-masters, who are dismissable at pleasure, and whose extreme limit at Merchant Taylors' is fifty-five?

THERE were upwards of seventy thousand pupils enrolled last term in the Evening Continuation Schools under the London Board. Three hundred and eight of such schools are now open, and students are prepared for the examinations of the Society of Arts, the Science and Art Department, and the Civil Service Commissioners.

THE need for increased accommodation at Girton is greatly felt, and the authorities, with less than £20,000 in hand, are embarking on a building scheme to cost £40,000. Miss Emily Davies appeals for further subscriptions.

MANY papers have made merry over an examination answer that has been culled from the Natal Education Reports: "Mr. Gladstone was educated at Mr. Rugby's school." To us it is a melancholy proof of bad and scrappy teaching. Leaving aside the original error, as Mr. Gladstone was, of course, educated at Eton, the point is this: to tell a boy in Natal who has no "apperception" of Rugby that So-and-so was educated there is foolish and fruitless.

AFTER two years' trial of "brush work" at the Alma Road Board school, Mr. Seth Coward has eminent reason for self-congratulation. At a recent informal inspection, when Mr. Horsfall, of Manchester, and others were present, "many of the boys in the first class—children seven and eight years old—produced with their brushes and water-colours, without any model to copy from, pretty designs which showed a real sense of form and colour." Mr. Horsfall afterwards showed the children some slides. "The delight which the children manifested proved the value of the training in developing in them an appreciation of brilliant colour, and a love of the beautiful in nature and art."

MR. HENRY EVELYN OAKELEY, on whom the honour of knighthood has been conferred, is the third son of the late Very Rev. Sir Herbert Oakeley, Bart., Dean of Bocking and Archdeacon of Colchester. He was born in 1833, and was formerly Fellow of and Lecturer at Jesus College, Cambridge (10th Wrangler, 1859). In 1862 he obtained an appointment in the Financial Department in Calcutta. His health failing, he returned to England in 1864, and the following year was appointed by Lord Granville one of H.M.'s Inspectors of Schools for the Northern Counties, residing at Durham. In 1878 he came to Manchester, having been appointed Chief Inspector for the North-western Division. In 1886 he became Inspector of Training Colleges, and thenceforward has resided in London; and in November last he retired, being then the Chief Inspector of Training Colleges. He has acted as Secretary to several Government Committees and Commissions connected with education; and his popularity with the teachers may be judged from the fact that on leaving both Durham and Manchester he was the recipient of beautifully illuminated addresses and handsome presents from them.

LADY BARKLY has just presented to Clayesmore School, Enfield, the excellent collection of Australian and South African fossils and ore made by the late Sir Henry Barkly, G.C.M.G., K.C.B., whilst Governor of Victoria (Australia) and Cape Colony.

DR. JOSEPH WRIGHT, the editor of the "English Dialect Dictionary," has been granted a Civil List Pension of £200 a year by the Queen, on the recommendation of Mr. A. J. Balfour.

MISS BOULTBEE, the well-known professor of lip-reading for the deaf, has removed to Members' Mansions, Victoria Street, S.W.

HERE are two characteristic stories of a headmaster who has recently

retired on a sinecure, and is still noted for his dry humour. An acquaintance came to him with a request that he would use his influence with the rector of the parish. "I know," said the friend, "that the rector will do anything you ask him. Do get him to change my seat in church; there's an awful draught blows straight down on my neck." "I should be delighted to oblige you," replied the doctor, "though you exaggerate my influence. But first I should like to know what particular member of the congregation you would like exposed to this particular draught." A parent, a rich Jew, once called on the doctor to urge the supreme importance of his son's getting his remove at the end of the term, and casually remarked: "I may perhaps mention that with me money is a matter of no consideration." "It's curious," said the Doctor, "you should mention that, for it so happens that money is a matter of no consideration with us."

MISS AGNES WARD, late Principal of the Maria Grey College, has just concluded a course of lectures on "Teaching" to the Croydon and East Surrey Branch of the Teachers' Guild. There was an average attendance of more than eighty, drawn from all classes of teachers. Assuredly the trainer is abroad.

MISS FRANCES LOW gave, on Saturday, January 14, before the Hastings and St. Leonards Branch of the Parents' Education Union, a most interesting address, illustrated by lantern slides, on "How to make the National Gallery a pleasurable place to Children." Miss Low held the interest of her large audience by her excellent and vivid treatment of her subject, and showed that she not only knows the National Gallery, but, what is rarer, how to appeal to children. It is certain that Miss Low's forthcoming book on the National Gallery for children will appeal to many who do not, as yet, know how to make children see pictures with pleasure.

AT the Cheltenham Ladies' College, the following students have passed the Cambridge Higher Local Examination:—Group B, Class I.: R. E. D. Donaldson; Class III.: K. M. Latham; Group C, Class II.: C. Stanier; Class III.: M. Cochrane.

AT the Kendal High School Miss Lloyd, B.A. Lond., succeeds Miss Footman. A very successful performance of the portion of the "Merchant of Venice" dealing with the casket and ring stories was given at the distribution of prizes by Miss Wakefield.

MR. ARTHUR THORNTON, senior science master at Bradford Grammar School, has been appointed Headmaster of the newly organized school at Bridlington.

THE REV. W. R. DAWSON has been appointed Headmaster of Grantham Grammar School. Mr. Dawson was previously Headmaster of Read's Grammar School, Corby.

THE Council of the Victoria College, Wellington, New Zealand, have appointed the following gentlemen the first Professors to fill the undermentioned chairs:—Chemistry, Thomas Hill Easterfield, M.A. Camb., Ph.D. Würzburg; Classics, John Brown, M.A. St. Andrews, B.A. Oxford; English, Hugh Mackenzie, M.A. St. Andrews; Mathematics, Richard Cockburn MacLaurin, M.A. (New Zealand), B.A. Camb.

AMONG the latest promotions in the inspectorate, a former teacher, Mr. H. R. Mines, has been raised to the rank of Inspector.

MR. J. D. SALMON, B.A., has been appointed second master in Tredegar County School.

THE REV. DAWSON WALKER, M.A., and the Rev. W. C. Allen, B.D., have been appointed to Lectureships in Durham University, the former in Theology, and the latter in Classics.

MISS G. T. YOUNG, Headmistress of the Huyton Branch of the Liverpool College for Girls, has been appointed to be Headmistress of the Edgbaston High School.

CALENDAR FOR FEBRUARY.

[Items for next month's Calendar are invited. Matter should reach the office, 3 Broadway, Ludgate Hill, London. E.C., by the 23rd inst.]

- 1.—University College, Gower Street, 8.30 p.m. Lecture (in German) on "Leben und Werke Lenaus, des österreichischen Lord Byron," by Prof. Priebisch. (Free.)

(Continued on page 112.)

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- 7.—74 Gower Street, W.C., 8 p.m. Lecture on "The Evolution of Character," by Sir Joshua Fitch, M.A., LL.D. (Teachers' Guild.)
- 7.—National Froebel Union. Lower Preliminary Examination.
- 8, 9, 15, 16.—University College, London, 3 p.m. Barlow Lectures by the Rev. Dr. Moore, on "The Astronomy of Dante."
- 10.—Streatham Hill High School, 7.30 p.m. Paper on "Pictures in Schools," by Miss Christie, of the Art for Schools Association. (Teachers' Guild.)
- 10.—University College, London, 8.30 p.m. Lecture (in French) by Prof. Lallemand, on "Juliette Lamber (Mme. Adam)."
- 12.—Passmore-Edwards Settlement, Tavistock Place, W.C., 6.30 p.m. Free Sunday Lectures. Mrs. Bryant, D.Sc., on "Literature and Life."
- 14.—21 Cleveland Square, Bayswater, 4.30 p.m. Parents' National Education Union. Lecture by Miss Alice Woods, on "The Sphere of Parental Choice and Responsibility."
- 14.—Church of England High School, Upper Baker Street, N.W., 8 p.m. Lecture on "The Teaching of the Old Testament," by the Rev. the Canon Hon. E. Lyttelton (Teachers' Guild).
- 15.—Post Translations for *Journal of Education* Competition.
- 17.—Dr. Williams' Library, Gordon Square, W.C., 8 p.m. The first of a course of Lectures on "Psychology and its relation to Child-study and Education," by H. Holman, M.A., H.M.I.
- 19.—Passmore-Edwards Settlement, Tavistock Place, W.C., 6.30 p.m. Free Sunday Lectures. Rev. A. Robertson, D.D., on "Spiritual Conditions of National Greatness."
- 21.—University College, London, 5 p.m. First of a course (Tuesdays and Fridays) of Lectures (Quain), by Prof. Augustine Birrell, Q.C., M.P., on "The Competency of Witnesses and the Exclusion of Evidence in Judicial Proceedings."
- 22.—University College, London, 8.30 p.m. Lecture in German, by Prof. Priebsch, on "Walther von der Vogelweide."
- 22.—Post School News, items for this Calendar, &c., and all Advertisements for March issue of the *Journal of Education*.
- 24.—Teachers' Guild, 1 Gordon Square, 8 p.m. Mr. A. T. Pollard on "The Relative Values of External and Internal School Examinations."
- 24.—University College, London, 8.30 p.m. Lecture (in French) by Prof. Lallemand on "Le Roman dans l'Histoire" (Imbert de St. Amand)."
- 25 (first post).—Latest time for receiving urgent prepaid school and teachers' advertisements for the March issue of the *Journal of Education*.
- 26.—Passmore-Edwards Settlement, Tavistock Place, W.C., 6.30 p.m. Free Sunday Lectures. Mr. Arthur Sidgwick, LL.D., on "Mrs. Browning."
- 28.—County School, Richmond, 8 p.m. Address on "Co-education," by H. B. Garrod, M.A. (Teachers' Guild.)

N.B.—By an oversight, Prof. Platt's lectures on Homer's "Odyssey" at University College, London, were announced in last month's Calendar for the current term, instead of NEXT term.

The March issue of the *Journal of Education* will be published on Tuesday, February 28.

COMMERCIAL EDUCATION.—A conference on the above subject was held, under the auspices of the London Chamber of Commerce (by kind permission of the Master and Wardens), at the Grocers' Hall on January 13, between the members of the Commercial Education Committee of the Chamber and some of the principal headmasters and headmistresses in the metropolis. Sir Albert K. Rollit occupied the chair. The meeting was convened to exchange views as to the working and suitability of the Chamber's scheme of commercial education. In the course of the discussion, it was pointed out that probably the greatest stumbling-block to commercial education was the question of the age limit imposed by commercial houses in engaging juniors, which, it was considered, should be raised to at least fourteen to sixteen years of age. It was also suggested that steps be taken to obtain the granting of diplomas for commerce by the Universities, and particularly that of London, somewhat on the lines of those now given for the professions. Another difficulty in the way of the wider adoption of commercial tuition was the need of teachers competent to give instruction with a commercial basis. It was further urged that grants should be made for commercial subjects, as was the case for science and art subjects. The overlapping of examinations was much deplored, as was also the facility with which unqualified persons could become schoolmasters. It was considered that employers paid too little attention to the knowledge possessed by their assistants, and were too chary in offering inducements in the way of higher salaries to their staffs to improve and specialize such knowledge. The meeting was unanimous that a good Education Bill was much wanted, so that central control might be obtained and the excessive overlapping minimized.

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SCHOOLS, LOCAL AND NATIONAL, AND THE COMING BILL.

By H. MACAN.

DR. SCOTT, some three years ago, had occasion to write to the *Standard*, pointing out, in the course of an admirable letter, a series of errors which that newspaper had fallen into in a leading article confusing the work and functions of the Headmasters' Association and the Headmasters' Conference. In the body of that letter appears the following paragraph:—"The article confuses two classes of secondary schools, which Mr. Acland so felicitously differentiated at our annual meeting last year by the terms—'schools national and schools local.'" So much of the loose thought, loose talk, and looser (proposed) legislation of the day hinges upon this "confusion" noted by Dr. Scott that I propose to offer a few points for consideration to enforce Mr. Acland's differentiation.

The Royal Commission, on page 139 of their Report, clearly set out the main difference. "A school," they say, "which is so without local character and does so little local service, is no proper object for the help or supervision of the Local Authority. Local claims and responsibilities must always be in proportion to the local duties performed, and when these latter are almost or altogether absent, formal connexion were more likely to be a weakness and an irritation to both than a pleasure or benefit to either."

I have no hesitation in saying that the present conflict of opinion upon secondary education organization existing between the professional and administrative bodies is due to a slurring over, if not an attempt to obliterate, this distinction. A non-local school comes into a healthy county like Kent or Surrey for its own convenience, or by the accident of its property or endowment being situated in that county. Just in the same way the London County Council or the Metropolitan Asylums Board plant their industrial or charitable institutions in these counties. These schools or institutions have no more *locus standi* in respect of the government of these counties than have the French and Russian Embassies in respect of the government of London. They are extra-territorial. They perform no local function, and neither receive local aid nor suffer local control. It would appear obvious to anybody except headmasters that for teachers in these schools to indulge in criticism of the Local Authorities is little short of impertinence. Yet

this is precisely what is going on at the present time in educational matters.

The Incorporated Association of Headmasters in its early days included scarcely any headmaster of a non-local school, and very few belonging to first-grade schools. The term "non-local" is practically synonymous with first-grade, as the parent who prefers to send his son to a boarding school is generally, if not in "Society," at any rate hovering on its outskirts. But the theory of the "unity of the profession" soon enabled the Association to bring into its net more and more of the "Conference" headmasters, with their (generally) non-local schools. Professional, and to some extent social, reasons led to great stress being placed upon this amalgamation, and at meetings of the I.A.H.M. a non-local first-grade headmaster could secure for his views that attention which neither his knowledge nor his abilities justified. A paper called *Education* recently suggested that a local second-grade headmaster might reasonably be appointed to the vacancy at Eton; it was not done, all the same. But, of course, the underlying idea is that the great prizes of the profession, whether it be headmasterships of great public schools or deaneries or bishoprics, shall be open to all the Associated headmasters. This is a laudable aim. The union of all headmasters for the discussion of general professional questions is also of great value. Questions of training, registration, curriculum, &c., are quite proper for such joint discussion.

But the common law of the land in respect of local self-government deprives the non-local headmaster of any right to deal with the Local Authority. His views on this point are about as valuable as those of the gas company director with a seat on a Town Council when the question under discussion is the adoption of the electric light. When the I.A.H.M. is discussing the question of the powers of a Local Authority, these non-local headmasters should refrain from speaking or voting.

Now there are certain classes of schools all of which are non-local. Curiously enough, the so-called county schools are often in this category, while all the sectarian (*i.e.*, non-conscience clause) schools, such as the Woodard Schools, the Catholic schools, and those of various Nonconformist denominations, are similarly circumstanced. These bodies have no part or parcel in a Local Authority or its funds. Hence any Bill to which they assent must necessarily be one for crippling, if not robbing, the Local Authority.

When the Headmasters of Tonbridge School, Dover College, and King's School, (in the County Borough of) Canterbury, met recently with certain private-school masters, &c., in Kent, and passed resolutions against the County Council as a Local Authority, they were stepping out of their sphere, and, to use their own words, "had not the special experience for dealing with the delicate problem."

Some of the most amazing proposals of the abortive "Lockwood" Bill are obviously due to the attempts to "rope in" the non-locals with the locals for administrative purposes. The Education Department itself makes grants—the Treasury grants, equivalent to local technical rates—the inspection and sanitary examination by the Department, and not (as the Royal Commission recommended) by the Local Authority—were all attempts to show that "Conference" and "Association" were in the same boat. In Wales, it may be pointed out, the Treasury grant only goes to the schools which get the County Council grant in proportion to their (County-Council-provided) efficiency; the non-locals get nothing there. But one can go even further, and show that the interest of the lower or cheaper class of the "National" schools is inimical to local education. Every County Council school set up in a market town takes away some boys of the small trader or farmer class, and particularly the sons of poorer professional men, from the "Woodard" or "county" school. The grievous tax upon such parents of being forced to use boarding schools is just what the County Councils are removing, and is just what those poorer boarding schools want to perpetuate; hence the muzzling clause—"The Local Authorities shall not themselves provide a school"—of the "Lockwood" Bill.

But this sort of thing will not be stood for a moment by the Local Rating Authorities or by the ratepayers. They seek to provide for those parents who will keep their children at home that good and cheap education to which they have a right. The wealthy or careless parent who prefers the boarding school can well pay for it, without assistance from the Local Authority,

which offers him a better and cheaper article at his door. The day of the ambitious headmaster or governing body, eager to raise the grade of the school, is over. To move the school out of the town, to discourage the tradesmen's sons, to run up the fees and cater for boarders of higher social rank, as has happened so often in the past, to the alienation of local charities and the grievous robbery of the middle classes, is no longer a possible policy; and, the sooner the headmasters, in Conference or Association, recognize this, the better it will be for the interests and estimation of their profession.

Of course, a considerable difficulty arises when one comes to definitely apportion all secondary schools between the two classes. The Royal Commission anticipated this difficulty, and (Recommendation 26) gave the decision of the question over to the Education Council, as its prime function. Why this tribunal no one can tell. For, certainly, Part VII., Section 23, Article v. gives no clue to the reason for the intervention of a mainly professional body in a problem which is social, historical, and financial, rather than educational. But this by the way. The important part is, where do Bedford, Tonbridge, St. Paul's, and many more of less degree, come in? I have no hesitation in saying that all doubtful cases must go into the non-local list. Freedom, variety, and elasticity are as the breath of their nostrils. Money they do not want. Every school worth preserving which is local in origin or aspect, while non-local in its development, has attained this hybrid position owing to large endowment, sometimes "diverted" from local purposes. Hence these schools are no proper subject for local (rate) aid.

Practically all first-grade schools in London are in this category; their "locality" is accidental. They are of London the "metropolis," not London the "county area." For this reason I never could see the reasonableness of the London County Council's desire to appoint governors for St. Paul's. The real function of all such pseudo-local schools is to aid the Local Authority with expert advice. Their headmasters are the right teachers (if any) to be co-opted on the Local Authority, as, on all questions of voting or allocating money, they would be above suspicion, having no beneficiary interest in the vote. This makes it all the more monstrous for any of them to attack the County Councils, which can never influence and control them, but desire only to seek their co-operation. Of course, an impecunious school of this type is of all things the most miserable. Living on local charity, but trying to elbow out the local boys of lower degree, seeking far and wide to establish its non-local "connexion," hunting for popularity by giving "special attention" to the "average boy," if of irreproachable parentage, it performs no useful function, but masquerades in borrowed plumage—an example of what Mr. Sadler calls "protective mimicry." Such a school yearns for the local County Council money, as long as it can get it without local control. In fact, it is a Lockwood Bill incarnate. The worst one can wish for such a school is that it shall fall into the hands of some Central Authority which will publish a Report (possibly by an Assistant Commissioner) upon its efficiency.

But there is a still more important reason why the Local Authorities should be careful to exclude and not attempt to touch schools which have in them anything of a non-local character. This is the fear of the *odium theologicum*. The one absolutely fatal thing for the future of secondary education would be the introduction of the religious difficulty. Once bring this in, and all other considerations would be lost sight of. Seats on the Local Authorities would be contested between the various sects and creeds, and teachers would be appointed for their opinions, and not on their merits. Now it is just in connexion with these non-local schools that the danger is to be feared. The Bishop of London (now Archbishop of Canterbury), in his evidence before the Royal Commission (Vol. II., page 358), dealt fully with the matter. He there affirmed that in day schools (*a*) religious instruction should be at the discretion of the governing bodies, *i.e.*, in all public authority schools it should be undenominational; and (*b*) that everywhere in such schools there should be a conscience clause. But he was equally explicit, and every reasonable man will agree, that in boarding houses the religious instruction must be in the hands of the house-master, and there neither can nor should be liberty to withdraw from such instruction.

The Bishop also deprecated, "in connexion with the establishment of secondary day schools by Local Authorities," the imposition of theological tests or disabilities. Now, any one

reading the list of schools advertised in the *Church Times* or similar papers, giving board, lodging, and secondary education in some cases for £23 a year (!), will note that practically all are of the non-local type. These schools generally have no conscience clause, and usually impose a test upon their masters. "If they receive in any way public money," said the Bishop, "they must submit to the conscience clause." It naturally follows that, as the Local Authority cannot aid such schools, it should be prohibited from establishing schools of *this type*.

Of course, county scholars and others must often be boarders. But the way to provide for them is by boarding them out on the Scotch system with selected parents of day scholars, or by having certain private-venture boarding houses kept by masters or others and attached to the day school; the parent of accentuated views would choose his own boarding house to suit them. But the Local Authority must neither know of nor care for any of these things. One of the principal provisions of the "Lockwood" Bill was its neglect of these principles and precautions. By it State-aid would have gone to any non-local seminary kept by a Roman Catholic religious order, without any restrictions or safeguards. Thus the religious difficulty would have come at once into secondary education, and the Local Authorities (as was indeed the main object of the Bill) would have been reduced to impotence and would have fallen into contempt, even as have the School Boards, and for the same cause.

H. MACAN.

THE SPORTS OF CHILDREN.

THIS title may need some explanation, which is a grievous fault in any title; but the fact is that it is not easy to find a title that will adequately express the contents of this article—namely, some of the answers given by boys to their natural enemy, the examiner or master. One cannot be sure that they are "blunders" or that they are the eccentricities of youthful genius, nor are they often the result of pain and travail; and so, by way of saving time, they may be said to be among the sports of children that satisfy, as we all know, the child, and even give a certain sort of subdued and chastened gladness to that child of older growth—the schoolmaster.

Just now it is proposed in various ways to "train" the schoolmaster, and, indeed, the casual visitor to Oxford meets in its streets unhappy ushers who are compelled by Egyptian taskmasters, or headmasters, to spend their holidays in being "trained," and have no other prospect for other holidays that loom distantly before them (to say nothing of unhappy boys, who must devote their holidays to the sad task of being practised on—the *corpora vilia* of a prolonged series of experiments in educational vivisection). But one of the ways whereby the schoolmaster is trained at present is the sort of intellectual gymnastic that he must practise if he would learn to follow the workings of the youthful mind so as to sympathize with its endeavours.

A concrete instance may save time. A boy wrote "com-meatu magnos immensus est" as the Latin equivalent for "he laid in great provisions." By way of clue, you have to bear in mind that the cockney methods of pronunciation are rising rapidly and spreading widely in those schools that open their doors to competition-wallahs from Board schools, so that this young scholar treated the word as "lied in," and, as "mentior" means "to lie," "immentior" may mean to "lie in," and its perfect tense may be anything you please. The theory is that the elementary rises to the level of the secondary; but the practice is that the secondary sinks, just like the kindly man of whom we all have heard, who, being unable to lift a drunkard from the gutter, offered, in the true spirit of the courteous Christian, to lie down by his side. We do not venture to correct: we imitate. The mention of "provisions" suggests other errors connected with the pleasures of the table, for it must be borne in mind that the true boy is almost always hungry. "Let our whole sole an offering be" is a proposition that could have issued only from a hungry creature, nor would a full-fed boy have given, as a boy did lately, "haricot veins and tarbolic lotion" as the combined causes of a death. "Multum, *plum*, plurimum," as the three degrees of comparison, may be put in the same class. But one announcement connected with a banquet that appeared lately in a well known

paper is unintelligible, because not the offering of a boy: "The guests were the Marquis of Salisbury Square."

A large class of what we pedantic prigs call "errors" arise merely from a confusion between two English words that are a bit alike, or from the cognate idea that a Latin word may be fairly represented by an English word with which it has some syllable in common. Thus, "a parsimonious boy" is "a boy who wants to be a parson"; "we have need" is represented by "recusimus," an obvious kinsman of "require"; "spareabat" is "he spared," a verb to be desired as whispering pleasantly of cricket; "tenax propositi" is "a strong position"; "egregio" is either "congregational" or "a Greek"—opinions differ; and "gente" is "gentry"; and "circumsessæ" "about the sessions." For the same reason, "scando" is "I look over"—"scan" being possibly the missing link; and "scelere comes from sceler, a ladder," *i.e.*, a scaler.

One or two sentences afford much scope for the imaginative mind, for instance, "magno risu circumstantium in tam rudibus hominibus": this may either mean "by a rise of circumstances in so ruddy men," or "laughing greatly at the circumstances," or "by the great rising of the perspiration of the healthy men," or "by a great risk," or "great thirst was a circumstance in those rude men." So also in the case of "exhaustis primis poculis iterum poposcerunt" the youthful scholars are not entirely of one mind, for, while one gives as its English, "the first portcullis being drawn up, they demanded an entrance"—"iterum" being obviously the accusative of "iter"; another preferred "their eyes having first been taken out"; this boy is evidently of a radical tendency, for he not only robs men of eyes, but "poculis" of *p*. The "meridianum tempus erat" with which the extract began seemed to be so plain a path that no wayfarer, however foolish, could err; but some managed to stumble even there—one, mentally inserting another *n*, called it "midyear," while another yet bolder spirit would seem to have argued away the *u* in "tempus," and to have blended that last word with the "erat"; but, whatever was his mental process, this was the result: "he despised the meridian," *qua* "meridianum tempus erat"?

The possibilities of "exercitu egregio" are not yet exhausted, for one fellow translated it by "having exercised himself remarkably well"; he is probably an athlete. One boy would seem to be not merely an Anglomaniac, *i.e.*, a person eager to see English elements where none exist, but also an opponent of the Papacy, for he translates "potestatem se iis facturum esse" by "protests might be made to them." Scientific people will be glad to know that "peccadillo" is a little animal like a small pig, and that "philately" means "lovingly." It may be news to theologians that "when Samuel whined his mother lent him to the Lord," and that "tares refers to putting new cloth on an old garment." Lastly, it was a girl who said that "homo factus ad unguem" meant "man was made for scratching"; and another who translated it "was brought to the scratch." It was a schoolmaster who wrote "montes labuntur ridiculus mus" (labuntur = are in labour).

MR. FITZMAURICE KELLY'S "SPANISH LITERATURE."

WE have received, through Mr. W. Heinemann, a long letter from Mr. Fitzmaurice-Kelly, the author of "Spanish Literature," recently reviewed in these columns, complaining of certain misrepresentations and misquotations of his opinions, and taking exception to certain views of our critic. The letter itself is too long for publication, and involves questions of literary archæology which cannot be properly discussed within the space we can afford to allot to such a subject. Among these questions are, whether the early Spanish literature was more indebted to Northern French or Provençal influence, and whether the "Chanson de Roland" was older than the "Poema del Cid." On both these points the authorities are so greatly divided that it is impossible for any writer to speak with confidence. We have complained of Mr. Fitzmaurice-Kelly because he claims to decide the question in accordance with the views of a certain school, as though there was no second opinion possible. In regard to the influences which affected the growth of Spanish literature, the weight of opinion certainly inclines to the theory, which is supported by history and by geography, that the Provençal influence was greater than the French in early Spanish literature. The question of the comparative dates of the "Chanson de Roland" and the "Poema del Cid" it is impossible to settle, although the probability is that the "Poema," from internal evidence, is earlier than the "Chanson." No one pretends

that the "Poema" is of the date of the hero whose deeds it celebrates; still less is the "Chanson," as it exists, even in the precious Bodleian manuscript, the original song of Roland. What that song was, whether it was of Roland at all and not of Rollo, as some with reason contend—whether it was sung at all, or in what shape, at the Battle of Hastings—all this has been a subject of endless dispute, furnishing a literature of its own. On this much at least the majority of scholars are agreed, that the "Chanson de Roland," in the shape it has come down to us (embodying, doubtless, older songs and legends), is not earlier than the twelfth century. Its construction, not to speak of the life and manners described, seems to prove that, in its present form at least, it is much later, of a period when the idea of a French Empire was developed. The "Poema del Cid" has not gone through any such process of development, and certainly breathes of a higher antiquity. That is as much as we need say here on this vexed controversy.

The chief burden of Mr. Fitzmaurice-Kelly's letter is to complain that we have misunderstood him as inspired by a desire to depreciate and belittle Cervantes, his work and character. On the contrary, Mr. Fitzmaurice-Kelly protests that he admires the author of "Don Quixote," and has praised that and other of his works. Here again we have need of long quotations to justify our critic, the space for which our printer would grudge. It is true that Mr. Fitzmaurice-Kelly has "a forward voice," in which he sneaks well of Cervantes, but scarcely ever without "a backward voice," to utter foul speeches and detract. Every phrase of commendation is accompanied by a sneer or an innuendo, as though the historian owed a grudge to the man he was bound to praise. He insists that he spoke of the "stately prose" of the "Galatea," but he has not another good word to say of it. The plays he condemns altogether, though he admits that the "Entremeses" are "witty." Even the "Numancia," in which Shelley saw "a power of awakening pity and admiration hardly to be equalled"—which Goethe and the Schlegels admired—is decried as merely a piece of rhetoric—"an exercise in *bravura*"—"a devout and passionate expression of patriotism," but, though the best of Cervantes' dramas, still leaving Lope de Vega "an hundred-fold more potent dramatist." Of the "Persiles y Sigismunda," all that Mr. Fitzmaurice-Kelly admires is the dedication. Even the "Don Quixote" does not escape without some characteristic strokes of judgment. The First Part is said to have had a vogue which almost equalled that of "Guzman de Alfarache." The publication of the Second Part is said to be due to that "clever, brutal, cynical, amazing book" of the false Avellaneda, the insolence of whose preface, by a grotesque process of reasoning, is explained by the imitator's "rage at seeing his bread taken out of his mouth!"—as if it was Avellaneda who was wronged by Cervantes, not Cervantes by Avellaneda—and this, in spite of Avellaneda's own declaration in his preface that his object was to deprive Cervantes of the glory and profit he expected by "Don Quixote."

No more need be said to justify our critic in his general sentence on Mr. Fitzmaurice-Kelly, that, save "Don Quixote," no work of Cervantes meets with the historian's approval. But the spirit of depreciation is even more apparent in what Mr. Fitzmaurice-Kelly has to say about Cervantes in his person and private life—of his fortunes, his distresses, his loves, and his weaknesses. Mr. Fitzmaurice-Kelly finds at every turn something ill-natured to say of the man, every action of whose life is turned into matter for a sneer or an unkindly insinuation. Cervantes is "garrulous"—for ever talking of Lepanto—perpetually writing bad verses; he "trims his sails to the popular breeze"; he is vain, "dying with the happy conviction that he was a dramatist of genius"; he is no better security for himself than Bardolph was for Falstaff; he is accused of having been imprisoned for "irregularities in his accounts." Even the lady that he loved was not of high quality, but merely a "general servant." He is even charged with ingratitude to Lope de Vega. When all this, and more in the same vein, is found in a "Short History of Spanish Literature," the critic may well accuse the author of impertinence.

REVIEWS AND MINOR NOTICES.

"Cambridge Historical Series."—*Western Civilization in its Economic Aspects (Ancient Times)*. By W. CUNNINGHAM, D.D. (Cambridge University Press.)

The economic interpretation of history has in recent years claimed so considerable a share of research, and exerted so powerful a sway on the temper of historical study, that it is, to say the least, remarkable that, until the publication of this essay, no manual has appeared to point the economic moral of ancient history in a compendious form, and to throw such light as is available on the unseen foundations of Western civilization. True, the materials for such an enterprise are wretchedly scanty. Documentary evidence is not only of the slightest, but often confusing and contradictory to boot; the archaeologist is

preoccupied with his own corner, and, realizing how much may yet appear, hesitates before committing himself to synoptic reviews of ancient economy. Such considerations may hitherto have deterred those English scholars whose minute and exhaustive knowledge might have qualified them to devote a lifetime to the task. Happily they have not deterred Dr. Cunningham, whose wide survey of economic development and experience in the handling of economic problems have peculiarly qualified him to compress within the narrow limits of a serial volume of some two hundred pages a succession of suggestive generalizations which the ancient historian will welcome with gratitude, sift with criticism, and supplement from his own notebooks. Economic categories, distinctions, and conclusions, elicited for the most part from the study of more recent tracts of history, are applied to ancient civilizations. They are supported by a more or less adequate and well selected body of illustrations; finally, they are summoned to pass judgment on the rise, influence, and decay of nations, and to demonstrate the conclusion that, in the long run, great history means sound economy. Whatever praise is due to the courage of a pioneer and the lucidity of a trained economist Dr. Cunningham has fairly earned.

The author thus defines the scheme of his work: "It is our object to see how each of the great peoples of the past has supplied its quota to Western civilization; we want to detect the special contribution of each. This we are most likely to observe if we try to examine the conditions of each country or people at the epoch when it had attained its highest point of industrial or commercial prosperity. As we approach each civilization in turn, we shall be able to describe what was available from its predecessors; we can see what were the characteristic features of the economic life of that people, and what new bent it gave, at the zenith of its greatness, to the energies of the race" (page 7). Pursuing this plan, he examines successively Egypt, Judæa, Phœnicia, Greece, Carthage, and Rome. We may pertinently inquire why Mesopotamia finds no place. We can hardly imagine that the omission of all notice of a civilization which exerted an undoubted influence on the culture of more Western lands would be defended by the writer on narrow geographical grounds. Egypt we must be content to leave to the Egyptologists. Whether or no Dr. Cunningham is quite justified in instituting the contrast between Egypt and Phœnicia to point the moral of the opposite evils of State socialism and mere individualism, he has furnished his readers with a point of view which challenges consideration.

Among the Greeks—or, rather, among the Athenians, for a cautious reader will certainly detect a tendency, when dealing with pre-Alexandrian Greece, to *write* Greece, and *think* Athens—Dr. Cunningham moves more easily. "The history of Greek economic development gives us in a nutshell, as it were, the history of the world." Not only did they introduce a new ideal of life, but they were enabled to do so by the undercurrent of economic progress. "It was possible for the Athenians to cherish these high ideals, because they had taken a very important step in economic progress and had become habituated to the regular use of 'money.' 'Natural economy'—where men are bound to one another by customary ties, and discharge their mutual obligations in service or in kind—is quite compatible with a stable and prosperous life; but it offers serious obstacles to social progress. The general introduction of money, and the opportunities for economic freedom which it brings with it, is [*sic*] favourable to an advance in political thinking and in political freedom as well" (page 73). In sum, "economic freedom affords the conditions which render political freedom possible." Here, then, in this transition from a "natural" economy to a "money" economy lies the cardinal interest of Greek history to the economist. This, and not the "genius" of the Greek race, or any form of political organization, is the ground fact to which our researches must lead us in the search for the ultimate explanation of the triumph and vitality of Hellenism in art, in thought, and in life. It is a solution which Plato and Aristotle would have rejected with contempt and abhorrence; it is a solution suggested by a specialist's reading of history; but it is one of those fruitful paradoxes which go to make history organic, and, as such, it may be trusted to offer a valuable clue to any student who will conscientiously employ it. It is much to be wished that the author himself had devoted even more space to following it up, for there is much in

these chapters which is of more questionable value and rouses suspicions of knowledge hastily collected rather than assimilated, which the foot-notes do not allay. The facts—or fictions—adduced in support of propositions advanced are often such as betray a want of the critical training necessary for the interrogation of the statements on which Greek history is based. The sketch of Greek trade and trade routes, both within and beyond the Hellenic circle, is fragmentary and sometimes confused, and far too little direct use is made of the evidence of numismatics. Commercial wars and commercial alliances find no treatment; the commercial aspect of the Athenian Empire passes unnoticed; the food supply of Athens is dealt with, but next to nothing is said of Athenian manufactures; the opportunity of instituting a parallel or contrast between the economic development of Athens and of Sparta is allowed to slip. Finally, the judgment of the economist on Pericles is harsh and undeserved. Pericles was no opportunist, nor did he squander the resources of Athens on ostentation. Pericles, says Dr. Cunningham, deliberately turned the energies of the Athenians to unproductive public works, and so absorbed the wealth of the city without developing any natural resources or trading facilities in return. But he forgets to add that the Acropolis was crowned with the symbol of empire, and that the Empire was essential alike to commercial supremacy and to the very existence of the cherished ideal of Pericles—a ruling democracy of political experts.

Of the rest of the volume we have left ourselves no space to speak in detail. The so-called Alexandrian age is chiefly valuable in spreading urban economics over the Mediterranean world; "city life sank to its due subordination, as an economic factor and not as a political unit." Too much credit is, we think, awarded to the Ptolemies for their almost unique and monstrous achievement, Alexandria, and too little to the Seleucids, who sowed cities and city life broadcast over their dominions. For the Roman Republic the reader who knows his Mommsen well will have little new to glean; the long decay of the Empire is justly handled; though we cannot but regret that, among other authorities, Walzing's important work on Roman industrial organization has not been consulted.

The Hope of Immortality. By the Rev. J. E. C. WELLDON, Headmaster of Harrow School. (6s. Seeley.)

Dr. Welldon's volume, which incorporates the Hulsean Lectures for 1897-98, deals in a highly interesting and suggestive way with the fascinating theme of immortality. In the presentation of his facts and conclusions, Dr. Welldon is popular in the best sense of the word—always lucid, and generally scholarly.

The author approaches his subject not so much from a theological as from a general standpoint. In fact, the specifically Christian amplification of the belief is reserved for discussion in the final chapter of the book. As is remarked in the Introduction (page 2), "There are many persons who are not theologians and yet have deep thoughts and feelings about religion; they may be more or less instructed, more or less convinced; they may wish or they may not wish to believe; but they are ready to face the facts of human nature and life, although they set little store by authority; and an argument conscientiously addressed to them is sure of a conscientious criticism at their hands."

At the outset the author frankly and clearly sets forth the limitations within which the discussion of the subject must necessarily proceed. "No mathematical fact is doubtful. No historical fact is certain." "Yet," he justly adds, "conclusions are necessary as much in history as in mathematics" (page 5).

The argument is cumulative. "Where a number of considerations tend towards a certain belief, the belief possesses a stronger assurance than any one or two or three of these considerations could impart to it. It is so especially in religion; for religion, as expressing the relation of the infinite to finite beings, transcends the limits of human reason, it does not admit of demonstrative conclusions, it must be to some extent vague, trustful, hypothetical. In religion he is wise who makes the most of such evidence as is possible and attainable" (page 5). And, further, "it is evident [from the history of astronomical science, e.g.] that no position in science can be so unscientific as that of limiting the possibilities of human knowledge. An inquiry into the evidences of immortality, if it had never yet produced any result, would still be always right and always reasonable" (pages 8 *et seq.*).

In the first chapter of his book, on "The Nature of the Belief," Dr. Welldon reviews the different meanings assigned to the term "immortality," and makes his own position clear. "The immortality for which I plead," he says, "is not conditional, but absolute. I do not urge that immortality is attainable, but that it is actual; not that it is partial, but that it is universal; not that it may be, but that it is" (page 25). And, again, "neither philosophy nor religion possesses the means (apart from revelation) of making a distinction between souls in respect of their immortality. The argument which proves the soul immortal proves all souls immortal" (page 28). This same chapter also contains a valuable review of the history of the term "soul," and the development of the dependent psychological systems is clearly traced. The other chapters deal with the History of the Belief (ii.), the Value of the Belief (iii.), the Evidences of the Belief—(a) External (iv.), (b) Internal (v.), and the Christian Amplification of the Belief (vi.). The book, in our opinion, is strongest on the philosophical and speculative side. The author handles these themes with a sureness of touch that is unmistakable. On the historical side the discussion, it seems to us, is by no means so satisfactory. The weakest chapter in the book is the second, dealing with the History of the Belief. We cannot repress a doubt that some of the specimen-evidence here adduced to show "the reality and universality of the hope of a life transcending the grave" would lose a good deal of the venerable antiquity assigned to it by Dr. Welldon in a thorough critical investigation; especially in the case of the highly metaphysical extracts from Indian religious books. There are some very doubtful statements, too, about the development of Hebrew theology. For instance: "It [the supremacy of the religious sentiment among the Jews] centred all through their history in that Messianic hope which has been the great centripetal force of Judaism in all ages and among all nations of the world" (page 80). This, at least, requires careful elucidation to prevent misconception. Again, "the theology of the Pentateuch is a reaction against the superstition of the Egyptian hierarchy" (page 94); while on page 102 we meet with the astounding statement (which at this time of day ought surely to be impossible) that the Book of Job "is perhaps the earliest book in the Bible"!

These are, however, but minor blemishes on what is, on the whole, a scholarly, popular, and most stimulating book. Among much that is of fascinating interest two themes, in particular, will attract eager attention on the part of some readers. These are the immortality of animals, which is discussed at considerable length (pages 60 *et seq.*, 188 *et seq.*, 259 *et seq.*), and prayers for the dead (page 331 *et seq.*). On the former we may quote the following cautious summing-up:—"If the immortality of the human soul is once admitted, it seems to follow that, in proportion as the lower animals are assimilated to man in their physical or intellectual or moral nature, the probability of their sharing man's immortality, though under certain limiting conditions, is increased" (page 197). And on the latter: "We too may and must pray for the dead, as they for us. Without such prayer the Communion of Saints becomes but a dream" (page 334).

Not the least useful feature of this admirable book is the mass of quotations from ancient and modern literature which is scattered up and down its pages. Where it might seem to be necessary, these are translated, and thus made accessible to all readers. Altogether they constitute a most valuable *corpus* of quotations dealing with the subject of Immortality.

The Coming of the Kilogram; or the Battle of the Standards. By H. O. ARNOLD-FORSTER. (7½ × 4¾ in., pp. 150; price 2s. 6d. Cassell.)

Having done excellent service by agitation in the cause of national defence, Mr. Arnold-Forster has turned his attention to a subject of inferior interest perhaps, but of hardly less importance. Who are the enemies of the reform? he asks in his concluding chapter. Not the men of scientific knowledge, business experience, and common sense, he answers, and no representative of education. "The only people who have ever really opposed it [the metric system], and who now prevent its adoption, are a few politicians, who, unfortunately, have great power in the country, but many of whom do not understand the metric system at all, and who are unwilling to study it or to learn what has been done in other countries in order to introduce it." The surest way of overcoming such opposition is to lessen

the ignorance of their supporters, and, if anything is likely to effect this, it will be the clear terse pages of the work before us.

The object of the advocate is to drive home the numerous disadvantages of our present systems of weights and measures, and to illustrate the corresponding advantages of a metric system, and the author does not weary of repeating again and again that weights and measures should be "uniform, accurate, easily understood and easily used, widely known, and simple in calculation." Unfortunately, he has not far to go to find an example of everything which a system ought not to be. Not only have we four different tables of weight in ordinary use, but we have others for special articles, such as diamonds, bread, flour, butter, soap, lead, &c. A *wey* of wool is equal to 1 cwt. 2 qrs. 14 lbs. avoirdupois, and a *sack* to 2 weys 13 qrs. A chemist buys his drugs by avoirdupois weight and sells them by apothecaries' weight or the metric weights. A *stone* of man contains 14 lbs., a *stone* of meat 8 lbs., and a *stone* of glass 5 lbs. A *fodder* of lead weighs 19½ cwt. at London and Hull, 21½ cwt. at Newcastle, and 22½ cwt. at Derby; and at the present moment corn is sold in different parts of the country by *more than two hundred different measures*. In addition to this confusing variety, we have to face the fact that our measures are not always accurate. A unit pint may be carefully preserved at Westminster, "but this is very little good when we remember that, out of every hundred bottles of wine or beer sold as if they were pint bottles, ninety-nine do not hold a pint at all."

To teachers, an argument that will appeal very forcibly is the simplicity of a metric system in calculation. The author quotes, as acknowledged facts—(1) that calculations in the metric system require less than one-half the number of figures required by the present British system; (2) that, by the substitution of the former, one year would be saved in the education of every child. The latter is probably an over-estimate, for the number of tables in use in schools is not very great. At the same time, it should be remembered that the time spent in *learning* the reduction of length and square measures is not entirely wasted.

The most important argument of all, however, is the fact that nearly every other civilized country has adopted the metric system. The old-fashioned cumbersome weights and measures are used in the United Kingdom, the British colonies, and the United States—that is, by 113 millions of people. The countries in which the metric system prevails number 325 millions of inhabitants; and this does not include Russia, with its population of 100 millions, which is on the point of adopting it. The inevitable result—and the author draws a valuable lesson from the engineering trade—is that our foreign trade is seriously hampered by the use of measures which our customers do not understand, and to which, in many cases, their machinery is not adapted.

It is not difficult to argue forcibly in favour of the introduction of the metric system into this country. Without advancing many new views on the subject, Mr. Arnold-Forster places the facts before the reader in a simple and telling manner. There is, however, one point on which he might have enlarged with advantage. It is hardly sufficient to say: "No doubt, thirty years ago there were many people in Germany, as there are now in England, who said that . . . it was quite impossible to make a change." The change was made, and no one would dream of reverting to the old system. But we should like to know what were the initial effects of the change; how it was regarded by the tradesmen to whom it was at first most inconvenient; how their opposition was gradually overcome, and they were led to see the superior merits of the new system. A practical people wishes to know the worst that may happen under a proposed reform; and we think that, admirable as the work is, the author would have strengthened his case by showing that the worst is not very bad.

Chitral: the Story of a Minor Siege. By Sir GEORGE S. ROBERTSON. (Methuen.)

This book is attractive in several ways. It is well illustrated with views and portraits admirably reproduced from photographs; and it has an excellent map of the North-West country, from Srinagar to Kabul. It tells the story not only of the six weeks' siege, but of Kelly's relief march, and of the disastrous attempts to reinforce the garrison which preceded that march. The adventures of the two young officers Edwardes and Fowler are as dramatic as anything in fiction. Their gallant

defence of Reshun with sixty men for a week, the truce, the polo game which gave opportunity for their treacherous seizure and the massacre of their men, the dangers and hardships they afterwards went through until Mura Khán sent them back to General Low, are most vividly presented here. We are told how Fowler, stripped and bound, asked for a cigarette to show that "his soul was unconquered and scornful of the treatment he had suffered," and how Edwardes, brought back to the polo-ground to be killed, as he supposed, "whispered to his custodian to give him one minute's notice before the end came."

But the book is not merely a skillful narrative of stirring episodes, and a record of English endurance and heroism. Perhaps its chief value lies in the light it throws on frontier policy and its pictures of the frontier races. The author, who was British agent at Gilgit when the disturbances at Chitral began, had already been there on a previous mission, and had travelled in Káfiristan. He knew the people with whom he had to deal. His description of them reminds one of medieval Italy. "Sensuality of the grossest kind and murder, abominable cruelty, treachery, or violent death, are never long absent from the thoughts of a people than whom none in the world are more delightful companions, or of simpler, gentler appearance." When the Mehtar was assassinated by his half-brother, they said, in admiration of the murderer: "We thought Amir-ul-Mulk an idiot, and lo! he has killed Nizám." Murder, in fact, was so common that "most men of importance preferred to sleep in the day time, and to pass the night with a loaded rifle across their knees, while a faithful servant sat on the roof over the central smoke-hole of the apartment, to prevent enemies shooting down through it."

But the visitor who spends an evening with them finds himself in the atmosphere of the Arabian Nights. There is music and singing, the singer being possibly a refugee prince from Badakhshán, or a play, or, best of all, stories of fairies and prodigies. The usual preamble is: "Was or was not! Has been or has not been! Do I tell you a lie? The dark lies to the light, the day lies to the darkness! It may have been, or it may not have been. Either way, it is past. A man was in a cave, a mischievous man with a big head."

The garrison of Chitral consisted mainly of Sikhs and Gurkhas. The latter belonged to the Kashmir service, and, though some of them showed admirable courage, they had not the cheeriness and zeal of British Gurkha regiments. With the Sikhs it was otherwise. "Excitement delights them; thoughts of bloodshed brighten their handsome faces with pleasant smiles," and they were always eager for any post of danger. Sir George Robertson says of them very truly:—

It is hard to find in the world better soldiers than good Sikhs, but their discipline must be rigid; for a peculiar religion accentuates the extraordinary natural vanity of these military sectarians. Slackness in managing them is always liable to be followed by grave trouble. Otherwise they are simple-minded, except in money matters, where they are always crafty and miserly. One of them remarked to an officer with single-hearted complacency, just after we had emerged from a village: "I suppose these folk, after seeing us Sikhs, always ask, whence come these splendid, handsome young men?" They are also amusingly thick-headed.

We notice misprints of "mead" for "meed" (page 20), and "nearly escaped" for "narrowly escaped" (page 314), and the apologetic phrase "as the saying runs" recurs rather superfluously whenever the author makes use of a colloquialism. But the style is clear and animated, and the book is one to be heartily recommended.

"Rulers of India."—*Sir Henry Lawrence, the Pacificator.* By Lieut.-General J. J. McLEOD INNES, R.E., V.C. (7½ × 5 in., pp. 208, with portrait; price 3s. 6d. Clarendon Press.)

This is a late but worthy addition to a series which has long since won the good opinion of every one interested in the history of India. In plan the book differs slightly from its predecessors in the series—the biography being dealt with in a short separate sketch at the beginning, while the rest of the book is devoted to Sir Henry's work of administration and pacification. How splendidly that work was done we all of us know; nor are we likely ever to forget the heroic end at Lucknow. But none the less it is pleasant to read the story again, simply, clearly, and forcibly told as it is by General Innes, who, moreover, manages to clear up in the course of his narrative one or two slight misconceptions which appear

to have arisen with regard to Lawrence's policy and some of his actions. He was not, for instance, a partisan of the upper classes of natives in preference to the peasantry. But he believed that these classes were the natural and best leaders of the people; and, both for their own sakes and for that of the people, he encouraged these classes to exert themselves in the right way, and gave them opportunities for so doing. It was his work amongst the Sikhs during Lord Hardinge's Governor-Generalship that first made Sir Henry Lawrence a man of mark among pacificators—work which bore excellent fruit later on in the terrible days of the Mutiny; as did also his pacification and administration of the Punjab after its annexation in 1846. After this followed his excellent management of the Rájputána States during a period of great difficulty. Lastly came his short spell of service in Oudh, brought to a sudden end at Lucknow in 1857. The story of all this, of the untiring efforts of the man who "tried to do his duty" (the words chosen by himself for his epitaph), is told in a plain soldierly manner which suits the subject admirably. One is inspired and lifted up by reading of such services to India and to England, and by the memory of a life so manly and so pure. We cannot resist reproducing what General Innes quotes as said of Lawrence in connexion with his supervision of the annexation of the Punjab.

The powers of mind, the watchful benevolence, the catholic charity, the wisdom—far-seeing, provident, and sound—which calculated every contingency, and provided for every emergency, combined the whole machinery of the administration into one of the greatest triumphs of modern polity. His was the spirit that inspired every act of local government, which touched the hearts of his subordinates. All caught from him the sacred fire; his presence seemed all-pervading—for the interests of the meanest were dear to him as those of the most powerful; and goodness and greatness were so natural wherever he came that other fruits seemed strange and impossible.

Of his skill as a soldier Sir Henry Lawrence had not many opportunities of giving proof, and we are told little or nothing about it; but his fixing upon Lucknow as a probable centre of the struggle which he saw was inevitable sooner or later, and the skilful and vigorous preparation of the place—or, rather, the Residency—for defence, showed that in such matters also he possessed knowledge and sound judgment. He died—to quote General Innes—a God-fearing, upright man; a true king of men, resolute and brave, powerful in mind, noble and generous in heart.

Annals of Westminster School. By JOHN SARGEANT.
(Price 7s. 6d. Methuen.)

Mr. Sargeant has brought from a full treasury much that is old, but by him revised, refurbished, and rearranged, and not a little that to us at least is new. The Westminster plays we have all seen, or at least read of, and of "Busby's awful reign" the full particulars were given lately in this *Journal*. But of Nicoll, a saintly character, "a master not only of the dead languages, but of the living manners," we only knew from stray references in Cowper's letters, and he finds no place in the "Dictionary of National Biography." Of Busby's successor, too, the memory survives only in the epigram, which Mr. Sargeant might well have quoted:—

Ye sons of Westminster who still retain
Your antient dread of Busby's awful reign,
Forget at length your fears, your panics end;
The monarch of the place is now a *Freind*.

To these worthies full justice is done, and the connexion of the school with the politics of the day is excellently traced.

Mr. Sargeant has a pleasing style, though it is constantly marred by an annoying trick of allusiveness. "More than nine years before his death, Busby saw the Great Seal of England in charge of one of his pupils, who was ten years younger than his mastership. When death closed the fifty-seven years of his reign, the Chancellor of the Exchequer was one who had been admitted into college when that reign was already in its fortieth year." "The persecutor of Partridge, and the writer of the 'Drapier Letters,' a second Socrates and a better Plato." Such conundrums abound, and the reader is bored or vexed according as he knows the answer or not.

The curriculum of Westminster, compared with that of Winchester or Eton, was wide and liberal. From the beginning Greek formed an integral part of it; Greek and Latin classics were preferred to medieval writers; English grammar was

introduced by Busby, and geography lessons by Osbaldeston. With these departures from the orthodox routine our author shows but little sympathy. "It is still a matter of dispute whether English is not best taught through the medium of other tongues." Cowper lamented the dropping of geography, but "on the matter of its exclusion there may perhaps be two opinions." So, too, Locke's "Thoughts concerning Education" is contrasted unfavourably with Busby's *régime*, and Cowper's "Tirocinium" is pronounced no reflection on Westminster. That there is an element of vulgarity in Locke, and that Cowper did not regard Westminster as a sinner above other public schools, we would not deny; but, when Mr. Sargeant undertakes the defence of the Westminsterian pronunciation of Latin, he has a hopeless case.

To touch on a few minor points. The derivation of "Shell" (page 133) is much disputed, and we are not convinced that the schoolboy *Pax* is Greek. The inference from the Warburton anecdote (page 183) is far-fetched; surely the Bishop is chaffing. "The grand tour or residence in France were hardly less fashionable" is a slip of the pen. "He [Samuel Hayes] almost made a practice of winning the Seatonian Prize for a sacred poem, and he quite made a practice of fuddling himself with beer," is neat and epigrammatic; and so is the variation, "Alexander Nowell, the author of the Catechism and the inventor of bottled beer." "For a Bible, 'Practice of Piety,' and a comb, 4s. 7d.," is an item in a scholar's expenses, *anno* 1689 (misprinted 1869).

American Prose. Selections, with Critical Introductions by Various Writers and a General Introduction. Edited by GEORGE PRICE CARPENTER. (7½ × 5¼ in., pp. xviii., 465; price 7s. 6d. Macmillan.)

Mr. Carpenter is Professor of Rhetoric and English Composition in Columbia University, and the "various writers" include many whose names are well known in England—E. E. Hale, Brander Matthews, C. E. Norton, W. D. Howells, John Fiske, &c. The general plan of the volume is avowedly that of Craik's "English Prose" and Ward's "English Poetry," and a better one could not have been chosen. The critical introductions are almost without exception good, and many are excellent. The selections are made with sound judgment and are truly representative of their authors, while the exact source of each passage is always carefully indicated. We should not ourselves have included George Washington amongst the authors; for, august as he is amongst statesmen, rulers, and men, his place in literature is a humble one. Nor is there, to our mind, anything peculiarly characteristic in his writing as writing. The book should aim—as it does—at giving specimens of prose writing in the United States, and not specimens of American thought and ways of thinking. We note, however, that several remarkable passages from the older literature are given as an appendix "to indicate the temper and attitude of mind of the colonists." This we think a mistake, interesting as some of the passages undoubtedly are. The case is altogether different with Abraham Lincoln. His prose writing is not only good in itself, but also full of character as prose.

Naturally one of the first authors we turned to was Oliver Wendell Holmes; and Mr. Hapgood supplies a capital introduction; but there are no selections. The Preface tells us that this is due to the unwillingness of the publishers of Holmes's writings to allow the use of a few pages of extracts from his principal works—an ungracious and quite unintelligible position for any publisher to take up. But surely many of Holmes's works are out of copyright; and a selection, however brief, would have been better than nothing. It is not easy to see what is gained by a refusal of this kind; but it is easy to see what is lost. The editor himself is responsible for the "General Introduction." He writes with good sense and moderation, and makes more than one good point. He recognizes the inconvenience of the term "American," but, naturally enough, has no other to suggest. He insists, very rightly, that, though the colloquial languages of the United States and England differ from one another clearly enough, the purely literary languages are practically identical, except in some minute particulars—a fact which, by the way, makes it all the more difficult to distinguish one literature from the other in the cases of most of the best writers. Such distinctions as there are, therefore, to be found rather in the authors' mental

attitude to their subject and to their readers, and to the degree of importance attached to the æsthetic use of language as contrasted with what may be called its matter-of-fact use. All these points are dealt with simply and justly; and might very well have been treated even more fully. Prof. Carpenter concludes by saying that in his opinion the broader characteristics of American prose are resoluteness, nobility, simplicity, and humour—this, of course, refers to the whole period under review, from Cotton Mather to Parkman, no living writer being included. On the whole, we are inclined to agree with him—especially as to the first and last qualities.

The Iliad of Homer. Translated by SAMUEL BUTLER.
(Price 7s. 6d. Longmans.)

A prose translation of Homer after that of Messrs. Leaf, Lang, and Myers may seem to many a superfluity of naughtiness. Mr. Samuel Butler, in his modest and straightforward preface, seeks to justify its existence, and, at any rate, establishes a claim to be heard. He lays down three canons of translation, all of which are violated in greater or less degree by his predecessors. First, a translation must be written in the vernacular—i.e., it should not depart from the modes of speech current in the translator's own time; Messrs. Leaf & Co. are studiously archaic. Secondly, it must not shock the sentiments or jar on the taste of the audience to whom it appeals. This necessitates "a certain give and take between the dead author and his translator." Messrs. Leaf & Co. aspire to verbal accuracy. Thirdly, a prose rendering of a poet entails the rejection of the trappings of poetry, such as constant epithets, iterations which serve as a refrain, &c. Messrs. Leaf & Co. never spare us a single epithet, though repeated for the thousandth time.

To discuss these first principles would far exceed our limits. The first, as a protest against rococo English, we are prepared to accept, with this important proviso—that literary English is not of an age; that the Bible and Shakespeare, if we except a few unimportant archaisms, are still standard English. Of the second, the *reductio ad absurdum* seems to us Pope's Homer, and fortunately Mr. Butler has found little occasion to use the liberty he claims. To the third we take no exception, though it is no easy matter to determine in each case whether the epithet or title is merely a tag.

Let us pass to the proof of the pudding. Here is a typical passage ("Iliad," I. 551):—

"Dread son of Saturn," answered Juno, "what are you talking about? I? Pry and ask questions? Never. I let you have your own way in everything. Still, I have a strong misgiving that the old merman's daughter Thetis has been talking you over, for she was with you, and had hold of your knees this selfsame morning. I believe, therefore, that you have been promising to give glory to Achilles, and to kill much people at the ships of the Achæans."

This is simple and vigorous; but it suggests a Mrs. Caudle lecture rather than Olympus. The translator, we take it, will not deny this, but rather take it as a compliment. Zeus and Hera, or Jove and Juno as he prefers to call them, are a married couple, of like passions with ourselves; and by masquerading as Elizabethans they become less real, but not more Homeric. However this may be, Mr. Butler has given us a most readable romance. Though much is taken—the lilt, the large utterance, the epic grandeur—much remains—the thrilling story, the rhetoric, the dramatic presentment of characters in interaction.

Colour in Nature: a Study in Biology. By MARION I. NEWBIGIN, D.Sc. (Murray.)

There is no more fascinating study in the whole range of biology than that of the colours of animals and plants. And, perhaps, there is no subject which opens up more important problems in evolution. Some will, no doubt, complain that Miss Newbigin is somewhat too technical in her treatment. But all who seek for well sifted results, and not merely superficial information, will thank her for this book, and congratulate her on a very valuable and timely contribution to biological literature.

It is well known that the colours of organisms fall into two well marked classes, according as they are due to physical structure or to the presence of subtle chemical compounds which act as pigments. These are carefully distinguished and classified, as well as the state of our information permits. The rôle which these colours play in the life-history

of the several groups of the vegetable and animal kingdoms is discussed with much freshness and candour, with sufficient attention to detail, and in language which is always clear and often effective and telling. We have grown accustomed to an often easy-going, and sometimes rather credulous, treatment of the subject in its broader aspects, in which the terms "natural selection" and "sexual selection" are used with magical effect. The conjurer waves these wands over the phenomena, and says with delusive complacency: "That, you see, is how the organic trick is done. It is simplicity itself, if only you have faith in the efficacy of the words presto and pass." But there are some cautious thinkers who, notwithstanding a firm faith in evolution, believe that Nature often conjures with a sleight of hand which eludes our vigilance, watch we never so closely; that she produces her colour effects, and not a few other organic results, in ways and by methods the secret of which we have not yet discovered. Miss Newbigin is among this more cautious band, and is not afraid to confess that colour in Nature presents problems which are still unsolved. There are few, however, who will not find much that is fresh and striking in the pages of her book. Her readers will look on the metallic hues of insects and birds, and the more deeply ingrained pigmental tints, with an added interest; and, if she cannot satisfy their desire for complete knowledge, she will, at any rate, have indicated the lines on which such knowledge is being sought and slowly won.

The Teaching of Christ on Life and Conduct. By SOPHIE BRYANT, D.Sc. (Sonnenschein.)

This small volume is the outcome, or, rather, an epitome, of lessons actually given at the North London Collegiate School. Bunsen's famous dictum, that every theological rule must be expressed in terms of ethics if it is to affect our generation, might have served as its motto. The object is purely practical, and everything of a polemical or controversial nature is rigidly excluded. And yet, whether the author wishes or no, it is a challenge, and we sincerely hope that it will be taken up as such. Undenominational religion, we are constantly being told, is a contradiction in terms. Nor have we here a course of religious lessons which are absolutely unsectarian and undogmatic. To some of us they seem to have the root of the matter in them, to expound the fundamentals of Christianity, to unfold what Matthew Arnold called "the secret of Christ." Let those who hold an opposite opinion declare wherein they fail, not as a full exposition of the Christian doctrine (that they do not profess to be), but as a solid foundation on which the extreme Ritualist, no less than the extreme Latitudinarian, can build. This, in our eyes, constitutes the distinctive merit of the book. We may think the ethics taught defective, inadequate, jejune; but no one will dispute that, as far as they go, they are sound, and it is undeniable that these fundamentals are generally neglected in the Bible teaching of our secondary schools. The book is obviously intended for teachers, but not pupils, and, in commending it to teachers, it is, perhaps, not superfluous to add a caution. These notes of lessons must be digested and reproduced in a more concrete form, with plenty of illustrations from everyday life, if they are to come home to the pupil's heart and conscience. Even a teacher will require to read twice or thrice such a sentence as this before grasping its full purport: "With God as ruler in the hearts of men, the law, which stands in the unregenerate world for God's will, springs from man's reformed will to righteousness made full." We hope that Mrs. Bryant will follow up this preliminary essay with a more advanced treatise of Christian ethics, discussing moot points, such as the Gospel theory of riches, of patriotism, of art, and self-culture.

The History of Mankind. By Prof. FRIEDRICH RATZEL. Translated by A. J. BUTLER. 3 vols. (Price 36s. net. Macmillan.)

This cyclopædia of anthropology, for such it deserves to be called, is now complete, and, with its copious illustrations, many of them beautifully coloured, it is one of the handsomest gift-books of the year. Having noticed in some detail the separate parts as they appeared, we need only add a brief estimate of the work as a whole. Prof. Tylor, in his interesting introduction, well points out the double purpose that a work of this sort serves. It is not only a pretty picture-book, but, by representing the actual surroundings of savage life, it serves as the best possible introduction to a serious study of anthropology. The translator, in an all too modest "note," compares himself to the silent typewriter, and apologizes for occasionally insinuating an observation of his own. We are grateful for these small mercies, and only wish that Mr. Butler had presumed to deal with Ratzel as he has dealt with Dante. If only he would have verified and given us chapter and verse for the quotations, or supplied a note to sentences like this: "Haeckel's Alali has long passed into oblivion; all his successors, with their imperfect or childish speech, are no more. But here the universality extends farther; modern languages are organized to a very similar pitch." If this is asking too much, we may, at least, petition for a bibliography in the next edition.

"Foreign Classics for English Readers."—*Saint Simon*. By C. W. COLLINS, M.A. (6¾ × 4½ in., pp. 216; price 1s.) *Calderon*. By E. J. HASELL. (6¾ × 4½ in., pp. 213; price 1s.) (Blackwood.)

This is a re-issue of an excellent and useful series. But in neither case is there anything to indicate that the books are not new. There is simply the date 1898 on the title-page. This is not quite what should be. The volume on "*Saint Simon*" is very well done. But, though, from a purely literary point of view, it does not matter whether the pedantic and rather spiteful little duke wrote the truth or not, it would have been better for the general reader if the true state of affairs had been more clearly pointed out. The "*Calderon*" volume is particularly good: the exposition and criticism are appreciative and temperate; and the selections are both well chosen and well translated, some of them being by Mr. Hasell himself.

Mirabeau. By P. F. WILLERT, M.A. (Macmillan.)

This volume, which forms one of the "Foreign Statesmen Series," will be of use to the student requiring an accurate consecutive presentation of the main events connected with the life of Mirabeau. Mr. Willert writes lucidly and dispassionately, and his work bears evidence of a careful study of the latest and most reliable authorities. Unreserved praise, cannot, however, be given to the scheme of arrangement, too large a proportion of the book being devoted to the personal and domestic affairs of the Mirabeau family, which had little bearing or influence upon the rôle and character of the great tribune; and, in so brief a study years should have been sacrificed for evidence of a more important nature. The really momentous years of Mirabeau's political career—viz., the last three—are dealt with in a somewhat slight and inadequate manner, in the space of a few pages, with the result that a reader who is not thoroughly conversant with the development of Mirabeau's genius as a political thinker and practical statesman might deduce an impression that is, at least, incomplete, if not erroneous. This drawback is, however, in a measure inevitable in a monograph of this kind, in which it is difficult, if not impossible, to present any adequate idea of a great political figure without an examination and consideration of the inner causes and influences underlying the historical facts.

Disciplina Scolastica Educativa. By Prof. G. M. FERRARI. (7½ × 5 in., pp. viii., 207. Roma: Società Editrice Dante Alighieri.)

Dr. Ferrari is Professor of Philosophy in the Royal Liceo at Naples. He has written many books and tracts, mainly of a philosophical character. This, as far as we know, is his first essay in pedagogy. His style is that of a cultivated and thoughtful man; and his language is singularly simple and clear, with a quiet force of its own. The title indicates the subject-matter of the book exactly—Dr. Ferrari would have us consider with him the question as to how school discipline may be made more truly educative and less a mere matter of police. The topic is, of course, dealt with from an Italian point of view, and the references and illustrations relate to Italian schools—a fact which will lend the book an additional interest in the eyes of English teachers. The faults in the management of children are mainly, though not exclusively, the faults of schools in Italy, and the strong objection to corporal punishment is distinctly from the point of view of the Latin races. It is not, however, urged intemperately; and we must remember, as, indeed, Prof. Ferrari himself points out, that the effect of such a punishment must differ as the environment of the boy differs—if the adults around him look upon it as a gross indignity, so will the boy. We could have wished that the Professor had not been so fascinated by Herbert Spencer's system of natural consequences. Except in a few unimportant matters, it is quite unworkable, and shows a very marked misconception of child-nature. It is, however, only fair to add that in the book before us the idea is not pushed to any very great extreme. For the rest, the general views on education, discipline at school and home, the value of personal experience, how the school can prepare for real life, and many other things, are all excellent in substance, and are often exceedingly well put. Prof. Ferrari seems sorely troubled by the apathy, the disorder, and the ineffectiveness of most Italian schools. He has our hearty sympathy and very best wishes for a speedy improvement—towards which, in our opinion, his book is well fitted to prove a valuable contribution.

History of the Life and Reign of Richard the Third. By JAMES GAIRDNER, LL.D. A new and revised edition. (Cambridge University Press.)

Many of our readers have no doubt already made themselves acquainted with this admirable biography in either its first or second edition, and we need not therefore descant on its merits. As, however, the bulk of Mr. Gairdner's work has appeared in a form that does not appeal to the general public, it may be well to remark that those qualified to speak on such a matter place him in the front rank of our historical scholars, not less on account of his critical acumen and the invariable sanity of his judgments than of his exhaustive researches in original authorities. Comparatively small as this book is, it amply justifies their estimate of the author. And it is not a book for scholars

only; it will interest every one who cares for history or biography. In the present edition there is much that is new, both in matter and form. Comparing it with the first edition of 1878, we marked, among other differences, many changes in arrangement, which add force and clearness to the narrative, several new references, some additional details with respect to the murder of the young princes, a more conclusive statement of the proofs of Richard's guilt, a fuller account of the relations between England and Scotland, with an important correction concerning Albany's rebellion, and a new appendix on the "Ballad of Bosworth Field." It is, however, principally in the second part of the book, which deals with the story of Perkin Warbeck, that this edition is in advance of its predecessors. We have here for the first time a portrait of Perkin, engraved from a drawing in the Town Library at Arras, which was evidently intended as a sketch for a painting, for it has notes as to colours scribbled upon it. Mr. Gairdner finds, by the help of foreign historians, that Perkin did not, as was formerly believed, remain some two years and a half in the Low Countries, and tells us of a visit that he paid to Vienna in 1493, where he was received by Maximilian, and he is now enabled to lay before us a full account of the deed that the pretender signed at Mechlin, making over his claims on the English throne to Maximilian and Philip in the case of his death without male issue. Some new information is given us as to his adventures between his departure from Scotland and his landing in Cornwall. Two accounts of his movements, contained one in the "*Anales*" of Zurita and the other in a Lambeth MS., are critically examined, and the King's case against the pretender is strengthened by Mr. Gairdner's correction of a mistake that appeared in his first edition—the two copies of Perkin's letter to his mother are not in the "archives" of two Flemish towns, but in private collections at Tournay and Courtray; so there is no ground for the contention that they might have been sent over by Henry to the authorities of these towns. The volume before us contains all that has as yet been discovered about Perkin and his doings, and affords conclusive evidence that he was an impostor.

The Teaching of Modern Foreign Languages in our Secondary School:

By KARL BREUL. (Price 2s. Cambridge University Press.)

This pamphlet, as the author too modestly calls it, consists of two lectures, delivered, in the first instance, to the students of the Cambridge Training College, and of an article from the *Modern Language Quarterly* (revised and enlarged) on "The Reference Library of a School Teacher of German." That it is learned, masterful, and up to date, goes without saying; more than that, it is practical, sensible, and free from pedantry. Dr. Breul "bears his learning lightly." It has likewise the defects of its qualities; it is discursive, and there is some repetition. What are virtues in a lecturer are defects in a writer, and we hope that Dr. Breul will be encouraged to recast the "pamphlet" and give us a formal treatise, in which the critical, historical, and actual treatment of the subject will be duly co-ordinated, and the ideal curriculum, from the nursery to the University, be mapped out for us. Dr. Breul is a modernist, an adherent of *die neuere Richtung*, but he is also an eclectic; he does not believe in a royal road to modern language teaching, and allows that there is something to be learnt even from Gouin. He sees, what too many of the reformers refuse to see, that the *τέλος* of French or German teaching in English schools is not to be able to talk, still less to write, the tongues, but to read them with intelligence and appreciation. He holds, indeed, that this object is best attained by oral methods, by careful attention to pronunciation at starting, and by "free" composition later on; but he does not, like our modern pundits, rest here. He shows us how a German play or poem should be read in class, and this, from a practical teacher's point of view, is the most valuable point of the volume. On a few minor points we venture to differ. The defence of Pitt Press annotations (page 18) is half-hearted and hollow. On the principle of one thing at a time, we should certainly not begin with the German alphabet (page 44). The first essential of a good "Reader" is that it should interest the pupil; the second that it should introduce him to the commonest words and constructions; that it should deal with foreign life, manners, scenery, &c., we should put third. Dr. Breul (page 30) puts it first.

A BATCH OF GERMAN BOOKS.

- (1) "Siepmann's German Series."—*Vom Ersten bis zum Letzten Schuss*. Von HANS WACHENHUSEN. Edited by T. H. BAYLEY, M.A. (Pp. 169; price 2s. 6d. Macmillan.) (2) "Heath's Modern Language Series."—*Das edle Blut*. Von ERNST VON WILDENBRUCH. Edited by F. G. G. SCHMIDT. (Pp. 52; price 1s. Isbister.) (3) *German Composition and Philology*. By LOUIS LUBOVIVS. (Pp. 256; price 3s. 6d. Blackwood.) (4) *German Self Taught*. By C. A. THIMM. (1s. Marlborough.) (5) *German and English Correspondence*. By MATHIAS MEISSNER. (1s. Marlborough.)

(1) Mr. Bayley's book is an excellent addition to our German school-texts, and deserves a hearty welcome. The story of the Franco-Prussian War of 1870, as told by Wachenhusen, is a German classic, and, what is more to the point, is sure to interest schoolboys. It has, besides, the additional advantage of being a piece of contemporary history. Our modern language teaching must more and more aim at arousing the

interest of our boys in the life, history, customs, and manners of our Continental neighbours. And this book is admirably adapted for this purpose. Mr. Bayley has done his work well. We especially welcome the inclusion of the few patriotic and national songs with music. The notes are valuable and ample. They are not, as is too frequently the case in German school-texts, a mere translation of difficult phrases and sentences. But they really accomplish the purpose which the editor had in mind, *i.e.*, "to help the pupil to overcome all textual difficulties, to elucidate historical, geographical, and literary allusions, and to remind the reader at the same time of points of grammar and constructions which he is apt to forget." In the general praise which we have accorded to this book we must not forget the vocabulary, which is a very careful piece of work.

(2) This is an interesting story of one of the most popular living German writers. As it is a story dealing with the school-life of German boys, it ought to prove of interest to the English schoolboy. We doubt, however, whether Herr Schmidt's edition will receive a general welcome from German masters in English schools. The text offers many difficulties, as it abounds in colloquial terms and expressions. The notes in this edition are quite insufficient to help the boy to overcome these difficulties. They are of the conventional order; that is to say, they merely translate certain words and expressions without the necessary explanations.

(3) Mr. Lubovius's book will prove useful to advanced students, especially such as read for the Final Honours Examination in the London University, where translation from English into German and some knowledge of German philology are demanded. The passages for translation are well selected, and the notes to the passages, as well as the grammatical introduction, give real assistance. The exercises are progressive in difficulty. The part of the book dealing with German philology deserves great praise. It is brief and yet sufficient; it is scholarly, and, above all, it supplies a "long-felt want."

(4 and 5) Very little need be said of these two books. They have a certain practical value, but are hardly to be recommended for class-room purposes. "German Self-Taught" is of the nature of a phrase-book for the use of travellers on the Continent. It gives in parallel columns the English, German, and pronunciation of a list of useful words and phrases. The pronunciation is given in phonetic spelling, but is hardly adequate. At the best, it conveys only a very rough idea of how the words are to be pronounced. "German and English Correspondence" gives (also in parallel columns) examples of German and English business letters, and a vocabulary of merchandise and commercial terms. It is evidently meant for the use of German clerks in English offices.

French Centers at a Glance, mastered in half-an-hour by learning by heart forty endings. By L. B. MEUNIER. (Price 4d. Rivingtons.)

In spite of the clap-trap title-page (only half is here given) this leaflet has the merit of showing on a single page the masculine and feminine terminations. Of course, not one child in a hundred could write out the forty feminine endings after half-an-hour's study, and not one in ten thousand could rewrite them at the end of a week. For pupils who know no Latin the leaflet may be of use. We miss among the exceptions several very common words, as *jument*, *poisson*. To make *lis* feminine because of *fleur de lis* is absurd.

French Verbs Simplified. By F. JULIEN. (Sampson Low.)

We have found this little work useful and suggestive, and our classes have profited thereby. But the "outline tables" need simplifying; the imperative should have a column to itself, parallel to the tenses from which it is derived. There are some important omissions, *sortir* and *sentir*, for instance, on page 21. The work should be carefully revised.

The Gospel according to St. Mark. The Greek Text, with Introduction, Notes, and Indices by H. B. SWETE, D.D. (Price 15s. Macmillan.)

Of the four Gospels, St. Mark's has received least attention, and "no monograph has yet appeared which makes full use of the materials at the disposal of the expositor." Professor Swete does not claim to have supplied this deficiency, reserving for a future volume the more vexed points that the Gospel raises; but, as far as text, language, and verbal exegesis go, he leaves nothing to be desired. He holds to the tradition of Papias that makes Mark the interpreter of St. Peter, and fixes 70 as the most probable date. The twelve concluding verses of the *textus receptus* are certainly not Mark's, but "belong to another work, whether that of Aristion or of some unknown writer of the first century." The relation of these Gospels is not fully discussed, but priority of date is unhesitatingly claimed for Mark. The superiority of Mark as a narrator at first hand both to Matthew and Luke is frequently pointed out in the notes, and it is refreshing to find a Regius Professor who does not set out with the canon that the three narratives must, at any cost, be harmonized.

Notes on the Gospel of St. Mark; for Junior Classes. By E. J. MOORE SMITH, Lady Principal of the Ladies' College, Durban, Natal. (Pp. xii., 46; price 1s. 6d. Elliot Stock.)

This compact and well arranged body of notes is designed, as the

authoress explains in the preface, for the use of children "between the ages of nine and fifteen." It is admirably calculated to fulfil its purpose. The notes are brief, lucid, and to the point. There are some useful maps and diagrams, all comprised within forty-six pages. The notes are intended to be used with the text of the Gospel (in the English Bible), and would be useful for the Oxford Junior Local Examinations for 1899.

(1) *Dante's Garden; with Legends of the Flowers.* By ROSEMARY A. COTES. (6¼ x 4¼ in., pp. 110, with frontispiece; price 2s. 6d.)

(2) *Reading and Readers.* By CLIFFORD HARRISON. (Same size, pp. x., 125; price 2s. 6d.) (Methuen.)

Two well printed and very tastefully bound little books.

(1) Miss Cotes, having gathered together a certain number of legends—chiefly legends of the saints—connected with flowers, has strung them together on a rather slender thread. The flowers she has chosen are those mentioned by Dante, and so she calls her book "Dante's Garden." She seems to us to considerably exaggerate both Dante's love of flowers and the beauty of his descriptions; while we have no reason for believing that he was even indirectly acquainted with the plant-lore she uses, which, in itself, is very far from complete. But she goes further than this, and, to swell her list, introduces at least three flowers—the speedwell is one—which Dante does not mention. However, within its narrow limits, the little book is prettily written; and Dante-lovers will find it pleasant reading.

(2) Mr. Harrison gives us a tastefully written series of papers on reading aloud. He has nothing new to tell us, and is almost painfully afraid of appearing to be dogmatic. The greater part of his advice consists in warning us against what not to do, against exaggeration, and against pedantry. But he writes so modestly, and with such admirable good sense, that his little book cannot fail to please, and, in more ways than one, to give real help. His topics are: Elocution as applied to Reading, the Dramatic Method of Reading, the Rhythmic Method of Reading, Reading as applied to Public Speaking, Church Reading, the Words we Read (which might, by the way, have been brought more up to date than Trench's book), and, lastly, a few Hints to Readers. These "Hints" are quite simple and quite sound. The ruling note throughout the chapters is good taste, which those who have heard Mr. Harrison will know without our telling them.

A History of Rome for Beginners: from the Foundation of the City to the Death of Augustus. By EVELYN S. SHUCKBURGH, M.A. (Macmillan.)

Mr. Shuckburgh has attempted in this book "to hit the mean between a primer and an advanced history." In two important respects it satisfies the conditions demanded for such a work. It is correct: for Mr. Shuckburgh is a competent Roman historian. It is written throughout in a simple and straightforward style, which is equally exempt from pedantry and puerility. But it seems to us to be, to some extent, tainted with the vice which almost invariably spoils text-books composed under similar conditions. Nothing is harder than to write a small book after a larger one; for the task demands not only omission of details, but the adoption of a fresh point of view. This defect, although it necessarily robs the book of some of the interest which an ideal Roman history for beginners should possess, will not prevent it from taking its place as an eminently sound and useful text-book for the lower and middle forms of schools.

"University Tutorial Series."—*A History of Rome, 390-202 B.C.*

By W. F. MASON, M.A. Lond., and W. J. WOODHOUSE, M.A. Oxon. (Clive.)

We have used this book for examination purposes, and found it very good of its kind. It contains all that a candidate for most examinations can be expected to know, and more than he can be expected to remember. The narrative, compressed as it is, is well written by both authors. Mr. Woodhouse's introductory passages are excellent, and he has shown considerable skill in massing the historical material of a period which presents few striking episodes to stamp it upon the memory. The two maps—one to illustrate the Samnite wars, and the other of Sicily—seem a rather parsimonious allowance; the reader will be thankful for what he gets, but he would like more, especially in a history which narrates the Hannibalic wars. We feel, too, that some judicious insertions in places would have materially assisted the intelligent appreciation of the narrative: for instance, a knowledge of the geography of Campania, which is so essential to the understanding of the campaigns of 217-215, is assumed. With such qualifications, the book deserves hearty commendation.

At Sea under Drake. By CHARLES H. EDEN. (Skeffington.)—Drake's voyage to the Spanish Main and his banging of the dogs of Spain is the motive of this spirited romance. The first part, perhaps a little long in proportion, shows us the child the father of the man. The scene is laid in England, and we have glimpses of Plymouth Sound and Cawsand Heights, the fires of Smithfield, and the Courts of Mary and Elizabeth. Mr. Eden knows his Devonshire, and he knows the sea and what a seaman is like. "The gentlemen adventurers and sturdy mariners who banded together to harass the Spaniards were men who lived clean and honest lives, and who worshipped God with a simple-

minded piety which has rarely found a parallel in any age." The keynote of the book is here struck, and, though it may be objected that the seamy side is industriously concealed, yet the half portraiture, as far as it goes, is singularly vivid and life-like. In one point Mr. Eden is a head and shoulders above the rank of romancers: he can write English.

The Ingoldsby Legends. Illustrated by ARTHUR RACKHAM. (Dent.)—We hope this new edition, which, as far as paper and print go, is all that could be wished, will give a new lease of life to one of our prime favourites, *consule Planco*. The illustrations are unequal, but some are very spirited.

Chart of the Metric System. Constructed by Prof. C. BOPP. (Chart, 41½ × 30 in. Notes to the chart, 7½ × 5¼ in.; 16 pp. price 3s. Fr. Doerr.)

The metric system is now legal in Great Britain, and the author predicts that in time it will be the only legal system. He therefore urges that it is insufficient to know the equivalents of the metric measures in terms of the old measures, but that the former should be made familiar through the senses of sight and touch. Many charts have been published in illustration of the metric system, but Prof. Bopp considers that they err in being loaded with unnecessary detail, and in representing some units in their true size and others on a reduced scale. The present chart, in consequence, only contains those measures which are essential for the understanding of the system, and they are all exact copies of the originals. Thus, there are three figures of the metre, square decimetre, and cubic decimetre respectively, the subdivisions being shown by alternate colouring. The last figure of the cubic decimetre shows it as a hollow cube on which the word litre is written. These are succeeded by four pairs of diagrams representing the weights from a kilogramme to a gramme, and showing their derivation from the corresponding hollow cubes. Vacant spaces on the chart are occupied by lists of the units of the metric system, and of the various prefixes, with their meanings attached.

The Stevenson Reader. Selected Passages from the Works of ROBERT LOUIS STEVENSON. Edited by LLOYD OSBOURNE. (7 × 4¼ in., pp. viii., 261, illustrated; price 2s. 6d. Chatto & Windus.)

Mr. Osbourne has done his work well, and has made a satisfactory selection from the tales, essays, and ballads of his step-father, and has added a glossary suitable for the use of children in schools. The question, however, inevitably arises whether, in a book by means of which children are to learn to read aloud, it is well to have so many exciting episodes from tales of adventure. Some of the more harrowing scenes are, rightly enough, not included, and Stevenson wrote excellent English; but children will not stop to round their *o's* and *a's*, and to sound their *g's* and *d's* when they are with David and Alan in the heather. Personally, speaking from a teacher's point of view, we should have put in fewer stories and more descriptions, essays, and poems. But, in any case, the book is sure to be a favourite with boys and girls. It is nicely printed, and the illustrations are passable, though, perhaps, not always quite accurate.

"Sir Walter Scott Continuous Readers."—(1) *Quentin Durward*. By H. W. ORD, B.A. (7 × 4½ in., pp. xxvi., 213; price 1s. net.) (2) *Battle-pieces in Prose and Verse from Sir Walter Scott*. By J. HIGHAM, M.A. (Same size, pp. 186; price 1s. net.) (Black.)

Both of these volumes are illustrated, clearly printed, and neatly bound.

(1) Mr. Ord supplies his volume with an adequate introduction, a map, and the necessary notes, which last are printed at the end of the book. These matters seem to us satisfactorily accomplished, and the abridging itself is well done. Boys who are not great readers will doubtless find it easier to make a first acquaintance with Scott when his tales are less heavily laden with historical and antiquarian details, as is the case here.

(2) Mr. Higham has done his work of selection well. To each piece he has prefixed a brief introduction, and at the end of each he has added a few notes chiefly on the vocabulary employed. The whole makes a very readable little volume.

Rudiments of English Grammar. By THOMAS DICK. (7¼ × 4¾ in., pp. 88. Simpkin, Marshall.)

In most respects this is a very commendable little book—accurate, clear, and sensible. It is only in the definitions of the parts of speech that we find anything unsatisfactory. A relative pronoun is not distinguished from others by the statement that it "refers directly to some word or phrase going before." There is another kind of verb besides *verbs of action*. But the instances of faultiness are few. On the other hand, phrases are intelligently treated, which is not always the case; and analysis is more soundly dealt with than it is in nine small grammars out of ten.

"Blackwood's School Shakespeare."—*Richard II.* With Introduction, Notes, and Glossary by R. BRIMLEY JOHNSON. (7 × 4¾ in., pp. 150. Blackwood.)

We have already noticed several volumes of this simple and unpretending, but useful, series, and the volume before us is certainly quite as good a piece of work as any of the others. The aim of the series is

to do without literary criticism as far as possible and to omit altogether matters purely philological—a quite allowable aim, though, to our mind, carried somewhat to excess in the case of the former. But, then, why discuss the date of the play and the sources of the plot in the introduction? Surely children require such things far less than a little literary guidance. The notes are very bare and brief, and the glossary is far from full, but both carry out the aim of the series. The story of the play is capitally told at the beginning, and really serves as a true and helpful introduction, besides indicating the most marked characteristics of the chief persons. Those who accept the aim above mentioned will find this edition very much to their purpose.

The Christmas Carol. By CHARLES DICKENS. (3d. Arnold.)

We heartily welcome this abridgment, with its clear type and low price. It and its successors will certainly fill a gap that has long been too evident in our series of school books. The new series should make the reading lesson both interesting and an introduction to English literature, while the cheap rate at which they are issued would enable school to acquire several sets with the money now spent on the ordinary readers. The shortened edition has lost none of the charm of the original tale, and the few explanatory sentences which connect the extracts keep the story as a connected whole. If the other volumes are as successful as this, something will really have been done to popularize standard fiction; and later, perhaps, other standard works may be similarly treated.

"The Raleigh History Readers."—VII.: *The Growth of Greater Britain*. By F. B. KIRKMAN, B.A. Lincoln College, Oxford.

This is a most satisfactory book. It is much more of an original work than a class-book compilation; it has a distinctive style, and is supplied with a bibliography, which includes books like "The Virginians," "The Expansion of England," "Oceana," and standard biographies. Really Messrs. Blackie take the elementary child very seriously; and so much the better. The narrative is strongly and clearly told, and there is no attempt to alter the complexion of events unfavourable to the British. The reasons for the decay of other empires, and for the growth and continuance of ours, form the matter for the last chapter. The previous chapters relate the history of each colonial group from its beginning to 1898. The whole is well summarized, and, generally, this is as sound a book as one could wish to put into the hands of intelligent children of thirteen or fourteen.

Chambers's Alternative History Readers. VII. (1s. 9d.)

This book, too, deals with the growth of Greater Britain, but in a more conventional and simpler way. The plan followed is the same as in the former, with "An Expanding Empire" and "The Keys of the Empire" as concluding chapters, the former dealing with our latest additions and the possibilities of our possessions, the latter chiefly with points of call and coaling stations. There are several good maps and a summary, which can be obtained separately, and on rather a fuller scale, for 4d.

Waverley Historical Readers, Books II. and III. (10d. and 1s. McDougall.)

These books attempt the always difficult task of writing history for children of eight and nine. The matter is necessarily in the form of simple biography for the most part, and there is a conscientious attempt to put the true position of affairs as nearly as the extremely simple method and language will permit. In the third reader a chapter on the state of the people in the reign of Edward III., and another on the results of the Norman Conquest, take wider views and are of considerable value. In all the above histories summaries add to the usefulness of the books.

"Scenes from Shakespeare, for Use in Schools." Selected and arranged by MARY A. WOODS. *The Story of the Caskets and Rings from "The Merchant of Venice."* (6¾ × 4¾ in., pp. 77, sewed; price 1s. Macmillan.)

Miss Woods gives us in this little book an abridged edition of "The Merchant of Venice," adapted for use as a school play. A clever but simple and inexpensive school stage is described and pictured, and the argument supplies remarks on each scene in succession, which will be found useful by the actors. At the end we are given a very brief glossary, but naturally no notes: Miss Woods has done her work skilfully, but we sadly miss the "trial scene," and could have better spared the "ring" episode. Still, her desire has evidently been—and it is a quite justifiable one—to remove as far as possible the tragic element from the play.

"Eclectic School Readers."—*Outdoor Studies: a Reading-Book of Nature Study*. By JAMES G. NEEDHAM. (7¼ × 5 in., pp. 90, illustrated; price 1s. 6d. American Book Co.)

This is a pleasantly-written little book about Goldenrod, its visitors and tenants, dragonflies, chipmunks, &c., written primarily for American children by a member of Cornell University, but suitable for other children as well. It is not a story-book, but one that endeavours very successfully to interest the young in Nature study, and to help them to begin in the right way. The illustrations, as a rule, are very satisfactory.

The Growth and Greatness of our World-wide Empire. By Rev. C. S. DAWE, B.A. (7¼ × 5 in., pp. 320, illustrated; price 1s. 9d. Educational Supply Association.)

This reading book for schools tells the story of the growth and greatness of our Empire simply, clearly, and often with great graphic force. Mr. Dawe makes no attempt to write a regular history, but sticks closely to his theme throughout, which is to tell us how the Empire has grown and what use it has made of its strength. His object is to stir up and foster what Mr. Chamberlain has called "Imperial patriotism." The brief biographical sketches introduced are well done, and so is the description of the discovery of new lands, the planting of new colonies, &c. Naturally in the course of the narrative we hear a good deal about the British Navy and its exploits, which renders the book especially interesting at the present time. The illustrations are satisfactory; there are four coloured maps, and we are given a useful appendix of comparative statistics. During the last two years a large number of books of this kind have been published; but we have not read any more efficient for its purpose or more interesting than this. We recommend it both to teachers and to pupils.

"Blackie's Junior School Shakespeare."—*King Lear.* With Introduction and Notes by HENRY A. EVANS, M.A. (6½ × 4½ in., pp. xvii., 109; price 8d. Blackie.)

Our readers are already familiar with the characteristic features of this useful little series. The notes and explanations are reduced to the narrowest compass. The introduction is brief, simple, and direct, and there is a classified index. We do not think that junior students need be troubled with discussions as to the date of the play; but, otherwise, the book seems well adapted to its purpose. We do not like the plan of binding with wire; it makes it difficult to open the book and to keep it open.

"The Cambridge Series for Schools and Training Colleges."—*Milton's Comus and Lycidas.* Edited, with Introduction, Notes, Glossary, and Appendix, by A. W. VERITY, M.A. (6 × 4 in., pp. lv., 208; price 2s. Pitt Press.)

This edition is largely based on Mr. Verity's editions of the two poems published in the "Pitt Press Series." Of those editions we have already written in high terms; and we may say at once that the present edition, though rather uncomely in its get-up, shares most of the good points of its predecessors, and has as well some good points of its own. The chief changes made are the removal of what is not absolutely necessary for the young student, the re-writing and simplifying of some paragraphs, the shifting of the words to be explained to a glossary, and the relegating to an appendix of certain matters formerly included in the notes and introduction. The last two changes are decided improvements. We prefer the glossary plan; and we have long pleaded for a freer use of appendices. The introduction should really introduce the student to what he is about to study, and should not contain any matter which is hardly intelligible and of little interest until the poem or the play itself has been carefully read. The proper place for such matter is an appendix. We heartily recommend this little book.

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The second of these books is the same as the first, except that it is enlarged, especially in respect to the number of examples given, and generally rendered more suitable to somewhat older students. Mr. Carpenter is Professor of Rhetoric and English Composition in Columbia College, New York, and his books—which are already very successful—are primarily intended for the United States. We see no reason, however, why they should not be successful in England. Teachers of English composition will certainly find them useful. As there is no difference in plan, it will be sufficient to describe that of the first-mentioned. After a few remarks about the value of good authorities, the book proceeds to deal with "elements of style"; (1) words—barbarisms, improprieties, vocabulary, number of words, &c.; (2) sentences—punctuation, solecisms, long sentences, principles of composition such as unity, emphasis, and coherence; (3) paragraphs; and (4) whole compositions. After this we have to consider "qualities of style" under the heads of clearness, force, and elegance. The general aim is to give a minimum of theory and a sufficient number of appropriate and carefully graded exercises. All this is done with simplicity and good judgment; and the points on which we find ourselves differing from Prof. Carpenter are so few and so small that they need not be mentioned. We recommend the books to our readers. The price is perhaps rather high; but the printing and paper are both good, and the binding is strong and neat.

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We have received from Messrs. G. W. Wilson & Co., of Aberdeen, a descriptive list of their admirable lantern slides, many of which have a high educational value. The attention of teachers is specially directed to the series illustrating the various departments of Physiological Geology. This series embraces seven hundred and fifty slides, which are all photographed direct from nature.

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The winner of the Extra Prize for December is Miss M. L. Mowbray, 9 Oxford Terrace, Hyde Park, W.

The Translation Prize for January is awarded to "Gothicus."

The Extra Prize for January is awarded to "Pons Asinorum."

Yonville-l'Abbaye (ainsi nommé à cause d'une ancienne abbaye de Capucins dont les ruines n'existent même plus) est un bourg à huit lieues de Rouen. On quitte la grande route à la Boissière, et l'on continue à plat jusqu'au haut de la côte des Leux, d'où l'on découvre la vallée. La rivière qui la traverse en fait deux régions de physionomie distincte : tout ce qui est à gauche est en herbage, tout ce qui est à droite est en labour. La prairie s'allonge sous un bourrelet de collines basses pour se rattacher par derrière aux pâturages du pays de Bray, tandis que, du côté de l'est, la plaine, montant doucement, va s'élevant et étale à perte de vue ses blondes pièces de blé. L'eau qui coule au bord de l'herbe sépare d'une raie blanche la couleur des prés de celle des sillons, et la campagne ainsi ressemble à un grand manteau déplié qui a un collet de velours vert, bordé d'un galon d'argent. Au bout de l'horizon, lorsqu'on arrive, on a devant soi les chênes de la forêt d'Argueil, avec les escarpements de la côte Saint-Jean, rayés du haut en bas par de longues traînées rouges, inégales : ce sont les traces des pluies, et ces tons de brique, tranchant en filets minces sur la couleur grise de la montagne, viennent de la quantité de sources ferrugineuses qui coulent au delà, dans le pays d'alentour. On est ici sur les confins de la Normandie, de la Picardie, et de l'Ile-de-France, contrée bâtarde où le langage est sans accentuation, comme le paysage sans caractère.

BY "GOTHICUS."

Yonville-l'Abbaye (so called from an ancient abbey of the Capuchins, of which not a vestige now remains) is a small country town about twenty miles from Rouen. Leaving the main road at La Boissière, we proceed, on comparatively level ground, until we reach the brow of the hill Des Leux, from which the valley opens out to view. The river which flows through the valley divides it into two absolutely distinct parts : that on the left bank being all pasture land, while the land on the right bank is wholly arable. The meadow land extends under a range of low-lying hills, until it unites, on the far side, with the pasture land of the Bray district ; while towards the east the plain, rising by gentle undulations, opens out and displays its golden fields of corn as far as the eye can reach. The river, which runs close to the margin of the grass land, separates, by a white line, the colour of the meadows from that of the ploughed land, and the country thus somewhat resembles an immense outspread mantle, with a collar of green velvet, edged with silver lace. As we approach the distant horizon we see before us the oaks of the forest of Argueil and the hill of Saint-Jean, with its steep slopes scored from top to bottom by long red tracks of varying width. These tracks are the runnels worn by the rains, and the slender streaks of brick-red, which stand out in marked contrast to the natural grey of the mountain, are due to the abundance of ferruginous springs, which percolate the soil above and flow down to the surrounding country. We are now just on the borderland of Normandy, Picardy, and the Ile de France—a nondescript country, where the language is as deficient in accent as the scenery is lacking in character.

We classify the 228 versions received as follows :—

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The extract from "Madame Bovary" is a good example of Flaubert's marvellous powers of observation and sureness of touch. There is no attempt at fine writing, and the description is as precise as Baedeker. It differs from the ordinary guide-book by seizing the salient features of the landscape, and these only, and by giving in each case *le mot juste*, the exact phrase to represent them. Most failures were due to a lack of realization. Thus, the traveller was made to

reach the crest of a ridge by a flat road; he saw on the verge of the horizon, when he reached it, the Forest of Argueil; the slopes were stained by chalybeate springs which flowed down the opposite side of the hill. I pass over even grosser monstrosities, such as "tons of bricks," "cutting up into thin fillets." As to the proper names, there is nothing to choose between the *Côte des Leux* and "the slopes of Les Leux"; but to render "Wolves' Hill" is as absurd as it would be to turn Broxbourne into *Le ruisseau du blaireau*. So the *Ile de France* must be preserved. *Lieues* was constantly rendered "miles"; the modern league is reckoned as four kilometres, which would make the distance about twenty miles; but why not keep to "leagues"? *A la Boissière*, "at La Boissière"; "the road to Le B." would be *la route de la B.* *A plat* must not be pressed; it means "straight on," and is quite consistent with a gradual ascent. *Un bourrelet* has no exact equivalent; we cannot talk of a pad or cushion of hills, and must turn by "a low range of rolling (rounded) hills"; ridge is quite inappropriate. *Et étale*, &c.: "its broad acres of yellow [not white] corn stretching as far as the eye can reach." *Lorsqu'on arrive*, "on reaching your destination." *Tranchant sur*, "standing out against," "contrasting with." *Qui coulent au delà*, "which flow beyond"—i.e. which rise on the higher ground. "Ferruginous," by the way, is a dictionary word to be avoided. *Contrée bâtarde*, "a nondescript district" or "a No-man's-land," "where there is no raciness in the dialect or individuality in the landscape."

SELECTED CARROLLS.

By "PONS ASINORUM."

He thought he saw a Chinaman
Presiding at a Board;
He looked again, and saw it was
A certain noble lord.
"He'd best be making tracks," he said,
"This here's a blooming fraud."
He thought he saw the "open door"
That politicians seek;
He looked again, and saw it was
The middle of next week.
"And this is the result," he said,
"Of learning modern Greek."
He thought he saw a crocodile
Leaning against a gate;
He looked again, and saw it was
Leigh Sampson, up to date.
"Another alias?" he said;
"Great Labby! that makes eight."

By "O. J. E."

He thought he saw a novelist
A-boiling of a pot;
He looked again, and saw it was
Only an inky blot.
"How strange," he said, "that this
should be;
No pen and ink I've got."

By "LA CLOCHE."

He thought he heard the Jabberwock
Conversing with the Snark;
He looked again, and saw it was
The Boojum on the lark.
"He always did have fits," he said,
"He eats too much jam tart."

By "PAPILIO."

He thought he saw a telegram
Back-peddalling down a glade;
He looked again, and saw it was
A crisis in the trade.
"If this should be prolonged," said he,
"My roses soon will fade."
He thought he heard a hooter sound
Its joyous early note;
He listened twice, and found it was
A seam gone in his coat.
The comment that he made was not
What I should care to quote.
He thought he smelt a luscious rose
Which made him want to sneeze;
He sniffed again, and found it was
A piece of Stilton cheese;
"Let me get out at once," he said,
"And taste the morning breeze."

By "X. X. X."

He thought he saw a heptagon
Described about the moon;
It chanced, however, to be worse—
The Alabama Coon!
"A fault with holidays," he said,
"Is leaving off too soon."

By "L. S. H."

He thought he heard the Plumber's man
At work above his head.
He listened hard, then found it was
The spirits of the dead.
"If this goes on," he moaned aloud,
"I'll send for Mr. Stead."

By "PAULINUS."

I thought I saw a kangaroo
Careering on the sand;
I looked again, and found it was
A man from Switzerland.
"Now in a magazine," I said,
"This would be really grand."

I thought I saw some Dervishes,
That rode on British grounds;
I looked again, and saw it was
A hundred thousand pounds.
"Now, if you think of it," I said,
"That's stranger than it sounds."

By "NORK."

He thought he saw a clergyman
Attired in rusty black;
He looked again, and found it was
A kleptomaniac.
"I'm glad you like those spoons," he
said,
"You need not give them back."

By "CHICK."

He thought he saw a crocodile
Awaking from a trance,
He looked again, and saw it was
A gentleman of France.
"If war should be declared," said he,
"We'll see the creature dance."
He thought he saw a learned judge
Climbing a secret stair;
He looked again, and saw it was
A Monsieur Beaurepaire.
"If he should see my grog," quoth he,
"Oh, won't he tear his hair!"
He thought he saw a little child
With conscience ill at ease;
He looked again, and saw it was
A Gorgonzola cheese.
"These metamorphoses," he said,
"Are apt to make one sneeze."

By "F. S. O."

I asked him for a humming-top,
To button up my boots;
He curtsied low, and talked about
The young idea that shoots.
I smiled a swear, then strove to pull
My brains up by the roots.

By "PATRICIA."

He thought he saw a crocodile
Climbing a jaunting car;
He looked again, and saw it was
The twinkling of a star.
"I hear," he said, with bitter grief,
"The moaning of the bar."

By "A. B. Y. Z."

I thought I saw a Cheshire cat,
A Manx one with a *coda*.
I found it was a strict T.T.
Sipping his B. and soda.
"Ha, ha!" said I, "I think I see
Why Marchand left Fashoda."

By "NIMMERMEHR."

I thought I saw a boomerang
That hurtled down a lane;
I looked again and saw it was
My housemaid, Mary Jane.
"At last I understand," I said,
"The illimitable inane."

By "CELER."

I met in Crete an Indian chief,
Macpherson of that ilk;
He wore a coronach, composed
Of sausages and silk;
Which teaches, by experience,
Why cocoa-nuts have milk.

I dreamt I saw a crocodile

Preparing to elope;
But woke, in time to save myself
From being made a Pope.
"At last," I said, "I understand
Why men use Pears's soap."

By "APATHY."

He thought he saw an ample board,
Laden with eggs and ham;
He looked again, and saw a room
Prepared for an exam.
"To-day," he smiled, "will test results
Of forty weeks of cram."

By "SNIPER."

He thought he saw a grenadier,
Who waltzed upon his head;
He looked again, and saw it was
A monstrous feather-bed.
"You'd better give it up," said he,
"And try a walk instead."

By "LINNACA."

He thought he saw an avalanche,
Come charging down the hill;
He looked again, and found it was
His doctor's little bill.
"Tis very, very hard," he said,
"To pay for being ill."

He thought he saw a Christmas tree,
Decked with a shining star;
He looked again, and found it was
The receipt of the Czar.
"The end of this will be," he said,
"A European war."

A Prize of Two Guineas is offered for the best translation of the following passage from Eichendorff:—

Das Rad an meines Vaters Mühle brauste und rauschte schon wieder recht lustig, der Schnee tröpfelte emsig vom Dache, die Sperlinge zwitscherten und tummelten sich dazwischen; ich sass auf der Thürschwelle und wischte mir den Schlaf aus den Augen; mir war so recht wohl in dem warmen Sonnenscheine. Da trat der Vater aus dem Hause; er hatte schon seit Tagesanbruch in der Mühle rumort und die Schlafmütze schief auf dem Kopfe, der sagte zu mir: "Du Taugenichts! da sonnst du dich schon wieder und dehntst und reckst dir die Knochen müde, und lässt mich alle Arbeit allein thun. Ich kann dich hier nicht länger füttern. Der Frühling ist vor der Thür, geh' auch einmal hinaus in die Welt und erwirb dir selber dein Brot."—"Nun," sagte ich, "wenn ich ein Taugenichts bin, so ist's gut, so will ich in die Welt gehen und mein Glück machen." Und eigentlich war mir das recht lieb, denn es war mir kurz vorher selber eingefallen, auf Reisen zu gehn, da ich die Goldammer, welche im Herbst und Winter immer betrübt an unserm Fenster sang: "Bauer, miet' mich! Bauer, miet' mich!" nun in der schönen Frühlingszeit wieder ganz stolz und lustig vom Baume rufen hörte: "Bauer, behalt deinen Dienst!" Ich ging also in das Haus hinein und holte meine Geige, die ich recht artig spielte, von der Wand, mein Vater gab mir noch einige Groschen Geld mit auf den Weg, und so schlenderte ich durch das lange Dorf hinaus. Ich hatte recht meine heimliche Freude, als ich da alle meine alten Bekannten und Kameraden rechts und links, wie gestern und vorgestern und immerdar, zur Arbeit hinausziehen, graben und pflügen sah, während ich so in die freie Welt hinausstrich. Ich rief den armen Leuten nach allen Seiten recht stolz und zufrieden adies zu, aber es kümmerte sich eben keiner sehr darum. Mir war es wie ein ewiger Sonntag im Gemüte. Und als ich endlich ins freie Feld hinaus kam, da nahm ich meine liebe Geige vor, und spielte und sang, auf der Landstrasse fortgehend.

An Extra Prize of One Guinea is offered for the best topical nursery rhyme on the model of—

There was a young Mees of Boulogne,
Who sang the new French comic song:
It was not the words
That frightened the birds,
But the terrible double onlong.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

All competitions must reach the Office by February 16, addressed "Prize Editor," JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C.

UNIVERSITIES AND SCHOOLS.

LONDON.

The London University Commissioners, who are understood to be making rapid and harmonious progress, intimated to the University Senate that, before proceeding to determine the distribution of Faculties in the reorganized University, they would be glad to consider any suggestions (as to this or any other part of their work) with which the Senate or any Committee thereof might favour them. It was resolved, in response to this communication, that the Special Committee (mentioned in the *Journal* of January) should consider whether the Department of Applied Science in the University should not be constituted a separate faculty.

A motion was also carried *nemine contradicente*, urging on the Commission the necessity of preserving opportunities for high standard examinations for non-collegiate and extra-metropolitan students.

Sir Philip Magnus was added to the above-named Special Committee.

With regard to the proposal of the Government to house the reformed University in the palatial buildings of the Imperial Institute—discussed in the "Notes" of last month's *Journal*—it cannot be said that the Senate has shown any lack of caution.

The offer of the Treasury was submitted in the form of a letter to the Vice-Chancellor, with an accompanying memorandum to the Senate, the latter having been also sent to the authorities of the Institute. On the assent of both Senate and Institute being gained, it was proposed to form a small Committee representing the University, the Treasury, the Institute, and the Office of Works, to arrange details and place the matter on a permanent footing.

In the memorandum the Government undertook to provide adequate accommodation (as required by the Act of last session) in the buildings of the Institute, and to make all necessary alterations and additions, also undertaking the upkeep and maintenance of the buildings, including protection from fire.

The accommodation in these buildings for the teaching side of the University would be prepared by the date at which the provisions of the Act come into operation.

The Vice-Chancellor moved urgency for the matter. A resolution was then read to the Senate from University College urging the need of consulting that institution and other bodies affected before taking any action.

It was resolved by a large majority that it was "the duty of the Senate to consider the proposal laid before them by the Government, and to express an opinion thereon." A motion was notified by the Vice-Chancellor for a future meeting—"That the Senate do accept the principle of the Government proposal, subject to further approval of the results of the deliberations of the Joint Committee" mentioned above. Another notice, by Mr. Anstie, was to the effect that any negotiations would be entered on in the confidence that the facilities now existing in the metropolis for University education should be in no way impaired, but enlarged; and a third, by Mr. Rücker, that any teaching which might be given in the Institute buildings should be controlled by the University itself.

It is known, of course, that University College, doubtless as the result of the above events, made the sensational offer of all its buildings, and in fact itself, to be incorporated into the new University.

The Senate, it should be stated, inquired closely into the conditions under which they would hold the new premises, and were gravely dissatisfied on being at first informed that they would share the main entrance and great hall with the "Fellows" of the Institute, some four thousand in number. It has been, however, proposed to abolish the latter, and give half the main building to the University, the other half to be retained for the collections of the Institute and the laboratories in which the investigation of economic products is carried on.

One would certainly think that any such half-and-half arrangement as this would agree neither with the dignity nor the needs of the great University of the future. The whole building should be vested in the new University, in accordance with the powers granted by the Act. No precarious tenure will be satisfactory, whether the building is at South Kensington or elsewhere.

Twenty-three assistant examiners for 1899 have been appointed, among whom are J. H. Haydon and Waugh Young in Classics, and J. B. Dale and J. G. Leatham in Mathematics. Dr. Whitley Stokes being unable to act as examiner in Celtic at D. Lit., Prof. J. Strachan was appointed in his stead.

The offer of a marble bust of the late Sir R. Quain from his daughters has been accepted with thanks by the University.

Medical students should note the following:—The General Medical Council, under its new rule, requires candidates to show that at Matriculation they have passed in Greek or one modern language. The Senate asked the Council to suspend the operation of this rule till after January, 1900.

The Indian Office, and Mr. Chamberlain from Downing Street, has been corresponding with the University on the discontinuance of London University examinations in India and such Colonies as have Universities of their own. The Government endorses the propriety of such action in view of the disproportionate amount of work and grave inconvenience involved; but the curtailment of the Imperial functions of the University at the present juncture is regrettable.

At the last B.A. Examination 222 candidates passed, out of 459; at B.Sc. 95 out of 235, the Second Division being about five times as large as the First; at M.B. 59 were successful out of 101. Five candidates have passed the examination in the Art, Theory, and History of Teaching. No one passed the Intermediate Examination in Music in December. In the first Examination in Hebrew and Greek Text, Scripture History, &c., A. J. Grieve took the prize, and W. H. Holmes a Third Class. At B.A. Honours, F. M. Powicke took a first class in History. Three candidates passed the B.Mus., and H. W. Jones the D.Mus. The ordinary meeting of Convocation was held on Monday, January 16, when from fifty to one hundred graduates were present. The Sub-Committee on Laws had failed to gain the approval of the Senate for their scheme for revising the examinations in Law. A motion was carried expressing the opinion that the new Matriculation syllabus tends to discourage modern languages, and another that the new

regulations for the B.A. lower its value, inasmuch as the final can now be taken without any of those subjects (Mathematics and Mental and Moral Science) which involve a discipline in the more abstract kind of thought.

At the Christmas Matriculation Examination only 800 candidates took up French, a falling off of more than 50 per cent., and there were only 16 entries in German. Our prognostication that the new regulations would cripple and curtail the study of modern languages has proved only too true.

OXFORD.

The only event of importance to the University which has occurred during the vacation is the lamented death of Dr. Bartholomew Price, the Master of Pembroke College. Dr. Price was a highly distinguished mathematician and man of science, who had held the Sedleian Professorship of Natural Philosophy for forty-five years, was early remarkable as a teacher, and had for many years been a Fellow of the Royal Society. In the business of the University his position was quite unique. He was elected to the Hebdomadal Council in 1855, and held the position undisputed with unfailing power and undiminished usefulness till his resignation last June. In all the financial affairs of the University, whether in regard to the Council, the Chest, the Library, the Press, or the Museum, his help was invaluable; and, in any business matter that had to be presented to Congregation, his advocacy was at once indispensable and sufficient. To his great and varied gifts he added a devoted industry and patience, and a character simple, genial, and unassuming. Few who were present at the remarkable gathering last June, assembled on the occasion of his resigning his Professorship, will forget the scene. He had friends in all generations of Oxford men since 1840, when he took his degree, and all ages and parties were represented.

The vacancies in the Sedleian Professorship and the Headship of Pembroke College will probably be filled up during the next few weeks. To the real place which he filled in the University it is not likely that there will be a successor.

In regard to educational proposals or discussions, there have been few incidents since my December letter, an interregnum chiefly occupied by the last week of an expiring term and the Christmas vacation.

The "Three-years'-Honour-course" project has been further advocated in a pamphlet by Mr. Farnell, of Exeter College. There are many who would agree with Mr. Farnell that it would be better if some of the scholars who came up from schools could begin earlier their studies for *Literæ Humaniores*; but the advocacy of the three years' course is too much based on a rather indiscriminate attack on Honour Moderations. The line of argument is also, we are inclined to think, tactically a mistake. The new project can only be carried with the co-operation of those whose main interest is scholarship; and it would be better to insist on the increased facilities for a more satisfactory study of scholarship which a three years' course, with suitable optional alternatives, might offer. We must repeat, too, that the scheme is yet in its infancy, and will remain so until the outlook is extended from *Literæ Humaniores* to the other schools (Law, Modern History, and English) to which Moderations is the usual or necessary preliminary.

CAMBRIDGE

As "Full Term" did not begin till January 17, there is not much to record this month. The vacant Professorships of Pathology and Ancient History are not yet filled: in the case of the latter the Electors are understood to have adjourned their meeting in the hope of procuring further information.

The Vice-Chancellor has published a list of donations to the Benefaction Fund, which now amounts to over £8,500. Most of the contributions are assigned to the Medical and Law Schools, but Lord Iveagh's gift of £1,000 is not specially ear-marked. The Chancellor has issued invitations to a meeting at Devonshire House on January 31, for the constitution of the Cambridge University Association. About seven hundred names have already been received for the provisional Organizing Committee, a large number being those of men of influence and wealth, who may be expected to interest themselves to some purpose in the re-endowment scheme.

A meeting will be held in Trinity Lodge on February 4 to consider prospective legislation with regard to secondary education. Resolutions will be moved and supported by Prof. Jebb, Dr. Butler, Dr. Sidgwick, Dr. Rendall, Dr. Ryle, and others. The Committee of invitation hopes that, having regard to the important relations existing between the Universities and secondary education throughout the country, a large representative gathering of members of the University may be secured.

Mr. F. S. Fletcher is this term lecturing twice weekly on the History of Education; Mr. Gordon Duff on Fifteenth-Century Printers and Bookbinders in Westminster and London; Mr. Yule Oldham on the Geography of Central Europe; and Mr. Raleigh on the Age of Milton.

Forty-six women and one man have passed the Teachers' Training Syndicate December Examination, in the Theory, History, and Practice of Education. Thirty-seven women have further qualified for the certificate of practical efficiency.

St. John's College has lost three distinguished senior graduates by death—namely, the Duke of Northumberland, who took his degree in 1842; the Rev. Dr. George Frost, an eminent teacher, who graduated in 1846; and the Rev. Joseph Newton, twelfth Wrangler in 1847, for many years Vice-Principal of Brighton College.

The *Cambridge Review* has just attained its five-hundredth number, and, with justice, congratulates itself on its longevity. "W. E. H.," probably a well-known ex-tutor of St. John's, addresses some happy verses to the "journal of University life and thought." Perhaps the best are the following:—

Surely it needs some wit to stand
the food you live from Term to Term on,—
athletic correspondence and
the weekly sermon,
the minor poem, limp and sad,
the prosy prose, the querulous letter
whose arguments, although not bad,
might yet be better.

The following awards and elections are announced:—Mr. R. C. Maclaurin, Fellow of St. John's, Smith's prizeman in Natural Philosophy and York prizeman in Law, to be Professor of Mathematics in Victoria College, New Zealand, and Mr. T. H. Easterfield, of Clare, to be Professor of Chemistry in the same college. The Clerk-Maxwell Studentship in Physics goes to Mr. J. S. E. Townsend, o Trinity, formerly an "advanced student." The Burney Prize, for an essay on "Tennyson as a Religious Teacher," is awarded to Mr. C. F. G. Masterman, a late President of the Union. Mr. Augustine Birrell, Q.C., M.P., has been elected an honorary Fellow of his old college, Trinity Hall. He shares the honour with Mr. Leslie Stephen and Canon Ainger. No essays have this year been sent in for the Thirlwall Prize and Seeley Medal in History. Prof. Jebb has been appointed Honorary Professor of Ancient History to the Royal Academy, in succession to Mr. Gladstone. Dr. Moule, of Ridley Hall, has been appointed Honorary Chaplain, and Dr. Ryle, of Queens', Chaplain in Ordinary, to the Queen. Mr. E. H. Minns, a double First-Class Classic, has been elected a Fellow of Pembroke.

SCOTLAND.

In a previous communication something was said about the defects in the governing bodies of the Scottish Universities as these are now constituted, and something also about the more conspicuous gaps in the Arts curriculum. Perhaps the most frequent criticisms passed on the Scottish Universities by those who observe them from outside are (1) that they still to so great an extent do the work which ought to be done at secondary schools, and (2) that they offer no adequate provision for the studies of advanced students. Things are not, indeed, so bad as they were. The institution of a fairly difficult preliminary examination, compulsory for all who desire to proceed to a degree, has raised the average age of entrant students, and has very greatly raised the average quality of the work done in the Arts classes. The M.A. degree, moreover, has not merely been "opened up," but the standard in the examinations has become much higher. Those who have examined "old regulations" and "new regulations" candidates at the same time will bear witness to the marked difference in the standards. But the "junior" or non-qualifying classes still exist in Latin, Greek, and mathematics, competing with the schoolmaster and doing the kind of work which would be much better done at school. If, for the sake of those who have been unable to obtain a good school education, these preparatory classes have still to be maintained, would it not be better that they should not profess to be University classes in the strict sense? If no student could matriculate until he had passed the whole preliminary examination (for Arts, Science, or Medicine, as the case might be), the status of the matriculated students would be raised in the opinion of the country and of themselves. The students taking merely junior classes, or attending a course of lectures as amateurs, should not, in academical position or in public estimation, be put on the same level as those who have proved their capacity to enter on the proper studies of a University. They should pay a registration fee, but the venerable word "matriculation" ought to mean something else than the payment of a guinea.

The opinion that the Scottish student is only a schoolboy under lax discipline is now untrue to a great extent; but not entirely. Possibly the "schoolboy" reputation is a little fostered by the competition for prizes in the various classes. This grew up at a time when there was hardly any stimulus in the shape of academical distinctions, and when graduation was little more than a form, and had fallen into general disuse. Nowadays graduation is regarded as the normal ending (if not the chief end) of the student's curriculum. Graduation with

(Continued on page 132.)

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honours is a modern innovation in Scotland; but under the new regulations "taking honours" is encouraged, and has become more and more customary with the better students. There are now, also, in each of the Universities a fair number of University prizes, scholarships, and fellowships, which are objects of ambition. In these ways, surely enough (if not too much) of the competitive element is introduced into the system of education, and the rather boyish glory of class prizes might safely be allowed to fade. The money would be better spent in providing prizes in the form of books for those who obtain "honourable mention" in the competition for University prizes or scholarships, or for those who obtain "honours" in the degree examinations. Any one of the four Universities by itself may, perhaps, be afraid to begin the abolition of what many feel to be an unacademic survival, lest its own students might suffer in the eyes of an unintelligent public through coming home without prizes. "Those who know" know, of course, that a class prize means nothing very definite, unless it is known how large the class was, and what was the average quality of the work. Many of the best students themselves feel the heavy burden of excessive competition in their work, and recognize that the stimulus is not a healthy one. During the present winter the Edinburgh University Students' Representative Council agreed to petition the Senatus to request the professors and lecturers in every case to return the examination papers for class honours with corrections and values attached. Such a petition is a curious illustration of the abnormal jealousy and suspicion which class prizes are capable of producing. Examination papers corrected and returned for educational purposes—that is one thing; the marks submitted to the criticism of the competitors themselves—that is another thing; and the attempt to carry out such a plan would certainly bring the whole system to a speedy end.

"Research students" and "research fellows" are a new and valuable element in the Scottish Universities, and if the higher degrees of D.Sc., D.Litt., and D.Phil. continue to grow in popularity and reputation, attract students from other Universities, and stimulate original work, they will do more than anything else to remove from the Scottish Universities the reproach of being merely high school extensions, with professional training colleges attached to them—a reproach which is already, to a great extent, unjust. Many of the best students will still continue to go to Oxford and Cambridge, and to German Universities, to carry on their studies, and it is most desirable that they should do so; but it is to be hoped that the Scottish Universities will endeavour to provide for "post-graduate" study at home, and to attract their share of the wandering scholars of the world.

Aberdeen University has lost an eminent scientific teacher by the death of Prof. Alleyne Nicholson. Before his election to the chair of Natural History in Aberdeen, Prof. Nicholson had filled the same chair at St. Andrews. Prof. Nicholson's father was an Orientalist, and one of the sons who survives him has followed in the steps of his grandfather.

The Lectureship in Psychology at Aberdeen (the only lectureship of the kind in Scotland) will become vacant by the election of Mr. G. F. Stout (editor of *Mind*) to the new Lectureship on Mental Philosophy at Oxford.

Prof. Royce, of Harvard, is at present giving the Gifford Lecture at Aberdeen. Prof. W. James, of Harvard, will be the Gifford Lecturer in Edinburgh next winter. Prof. C. P. Tiele, whose course there has just been concluded, has given a donation of £100 to the History Library for the purchase of works on constitutional history and political science—a most excellently chosen subject for benefaction, as these are departments in which the libraries of Scottish Universities are lamentably deficient.

The new Rector of St. Andrews University gave his inaugural address on January 23. He spoke of the need of adapting Universities to the needs of the new professions which modern conditions have called into existence. Education, the Civil Service, commerce, engineering, were taken as examples of professions for which Universities require to provide training if they are to do their full duty to the present age. The Rector and his address were enthusiastically received; but the effect of the address on the minds of the country should not—and we hope will not—disappear with the delivery of it. A number of honorary degrees were conferred on the occasion. The editor of the *Times*, the Chairman of the London County Council, the Chief Rabbi, some other representative men, and one woman who has done much for education—Mrs. Fawcett—were made LL.D.'s.

ASSOCIATION OF TEACHERS IN THE SECONDARY SCHOOLS OF SCOTLAND.

By a resolution of the Association, at the Annual Meeting on November 23, 1895, the "Journal of Education" was adopted as the medium of communication among members of the Association.

EDINBURGH BRANCH.

A meeting of the Eastern Branch of the Secondary Teachers' Association was held at 5 St. Andrew Square, Edinburgh, on Saturday, January 21, Mr. J. B. Hamilton, Abbey Park School, Melrose, presiding. The business of the meeting was a discussion of a paper read by Mr. Oliphant, on "A Plea for a Liberal Education." Dr. Marshall, Royal High School, Edinburgh, opened the discussion, and

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dealt with the critical or destructive side and the suggestive or constructive side of the paper. The criticisms of Mr. Oliphant came pretty much to this—that the present predominance of mathematics and classics in secondary schools was an evil, and ought to be brought to an end. So far as he could discover it, the liberal culture which got all the pretty names from Mr. Oliphant was the scheme of Circular 221 for the higher-grade science schools, so manipulated, however, as to eliminate its really valuable elements; or, in other words, it was a scheme of science training so emasculated as to fit it for a select class of sentimental young ladies of either sex, who never could and never would do, or be, or say, or read, or think anything worth mentioning to the last day of their lives. He believed that those who had not acquired some skill in the interpretation of thought through language other than their mother tongue before the age of fifteen or sixteen would never acquire that skill later. The suggested age for specialization, mentioned by Mr. Oliphant—namely, sixteen—was therefore far too late. But, if only one could get right teachers of science, he should be very willing to postpone Latin and Greek, say to the age of sixteen, introducing between the ages of ten and thirteen a scheme of education so far as the boys proved themselves fit for it. The discussion was continued by Mr. R. J. Mackenzie, M.A., Rector of Edinburgh Academy; Mr. Fyfe, Edinburgh; Mr. Malcolm, Dollar; and others. Mr. Oliphant, in replying to the discussion, said that any one having heard Dr. Marshall's criticism who had not read his paper might think that he (Mr. Oliphant) had made a violent attack on classical teaching. Nothing was further from his purpose. He thought he had made it quite clear that he was objecting, not to the teaching of Latin, but to the time, and the proportion, and the manner in which it was taught.

IRELAND.

The Commission to inquire into the working of the Intermediate System commenced their sittings in Dublin on January 11. They also have presented to the Lord-Lieutenant their First Report, in which they state that last July they issued to heads of schools, members of Universities, examiners under the Intermediate Act, and many public men, 958 copies of their "Queries." They received over 300 answers, all of which are now printed. These answers, as might be expected, show great diversity of opinion. The heads of the schools specially successful in the examinations largely approve the present system. On the whole, however, very serious evils are mentioned, and there is a general consensus of opinion that the examinations should be largely modified, the giving of results fees much altered, if not abolished, and inspection introduced.

Up to the time of writing, the persons examined *viva voce* by the Commission have been—Monsignor Molloy, Mr. L. C. Purser, F.T.C.D., Prof. Mahaffy, F.T.C.D., Dr. Delany (the Head of the Catholic University College), Father Brennan (Head of Rockwell College), the Roman Catholic Bishop of Ross, Prof. Leebody (Magee College), Dr. Nicholas (Methodist College, Belfast), Lord Justice Fitzgibbon, and Miss White, Lady Principal of Alexandra College. All these witnesses have condemned the present system and advocated trenchant reforms, although one or two would still be in favour of retaining competitive examinations, results fees, and large prizes. Lord Justice Fitzgibbon even went to the length of defending "cramming," as a necessary part of education!

Several important points have already emerged from the multiplicity of detailed recommendations. In the first place, those of the Commission, such as Chief Baron Palles, who desire very thorough changes wish to obtain a new Act, chiefly because the present Act clearly does not allow of money being given to schools except by results fees on a public examination. On the other hand, Mr. Justice Madden, on the ground of the many difficulties to be encountered in legislating for Irish education, seems desirous, if possible, to reform within the limits of the present Act. Seeing that whatever changes are now introduced will last for many years, it would seem better to obtain enlarged powers at once, and place the whole system on a sound basis. It will have to be done sooner or later, and, as long as competitive examinations and results fees continue, no real improvement can be made in the system. It might be possible easily to obtain an amendment to the Act of 1879, empowering the Board to give money in other ways than as results fees.

Another important point is the proposal to institute special courses of study for boys intended for various occupations—University, commercial, Civil Service, scientific. It is to be hoped that this will not be done. It would lower and cramp education disastrously. Were a broad, uniform course adopted for all boys and girls up to the age of sixteen (at which age boys intended for business leave school), it might be well to allow special extended courses after that age. With liberty to select subjects from a wide programme in such a uniform course (the marking being carefully made fair for any group taken), all would be achieved that is needed in providing an education suitable to boys going to scientific or commercial pursuits. It is rare that a boy's future can be decided at an early age, and, whatever life he eventually takes up, a

(Continued on page 136.)

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Another proposal is to institute a special course for girls, lower and lighter in character, in order to attract into the system the many girls' schools (especially Roman Catholic ones) that at present do not enter at all for the examinations. If the latter be retained in future, this would be a step most disastrous to the progress of women's education in Ireland. It is proposed to allow any girl to take the higher boys' course if she wishes; but, since it would be most difficult for any school to teach both courses, it is almost certain that parents and schools would yield to the temptation to take only the lighter course, in which results fees and prizes would be more easily earned. The State would thus be actually bribing those managing girls' education to remain at a low standard of teaching, and fixing permanently a type of education that, where freedom exists, is everywhere disappearing.

Some parents do not send their daughters in for the examinations merely because they care for little or no education for them (and such people could not have any system made poor enough for them), but there is a very large class who do desire good education, but object to the overpressure, continuous sedentary toil, and absence of leisure which preparing for the examinations involves. Were a high programme, including all the great subjects, still maintained, but competitive examinations of the present type abolished, and endowment given on the results of inspection to every school teaching a good programme on good methods and with good conditions, all girls' schools would be brought under the benefits of the system, and a thorough education could be given to every girl without any of the deadening and injurious strain and over-study now objected to. That this is the real solution of this question is maintained by most of the leaders of women's education.

The proceedings of the Commission are being followed with the keenest interest, and the members of the Commission (although it is much regretted that they have not outside expert educationalists associated with them) are conducting it with the closest attraction and great ability. One cannot but feel that few of the present generation—turned into mechanical assimilators of knowledge, or otherwise injured in vigour of body and mind by the present examination cram, which, in Ireland, now stands for education from the primary schools up to the Fellowship Examination of Trinity College, Dublin—will, if they attain the same age, have the mental acuteness, power, and freshness which some of the Commission show.

It is rumoured that a very definite "plan of campaign" will be adopted this Session to bring the Irish University question to an

immediate practical issue. A conference will be held on February 5 in Dublin. It is said that the Irish members will ask leave to bring in a Bill to establish a Catholic University in Ireland, and that two days be allotted for its discussion. It is believed that the Government, after their many professions, can hardly refuse this demand. On a private Bill every member can vote as he pleases, and thus the discussion will afford a means of testing the opinion of Parliament on the question. It is expected that the proposal will be supported by a majority, perhaps, of a hundred. In that case the Government will have no choice but definitely to take up the question, as they have declared that a fear of insufficient support has been their only reason for not doing so up to the present. Such a test has not yet been made. Last year the question was brought forward only as an amendment to the Address, which precluded all the members of the Government from supporting it.

Meanwhile, Trinity College, the envied model ever before the eyes of the Catholic bishops, has had all its wants and weaknesses much discussed of late. Prof. Fitzgerald, F.T.C.D., in a "report" to the Senate, published in the *Daily Express*, lamented the want of funds to enable his University to keep pace with the modern educational demands, especially in the teaching of science; and the nature of the government, which prevented progress even within the limits of the present endowment. This opened the floodgates, and a lengthy correspondence ensued on the anti-popular and anti-national tone of the College, the impossibility of getting the seven aged despots in power to move in reforms, the non-publication of any accounts, and the little likelihood of any one giving benefactions to an institution under such management. A practical instance of the latter point is the Graduates' Union, to establish which nearly £7,000 was subscribed in 1892, and which has not yet shown any signs of becoming a reality.

In answer to a demand for more and better science teachers, the Royal College of Science, Stephen's Green, will give special courses for teachers throughout the month of July this year. The fees will be very moderate, and teachers under the National Board or the Science and Art Department can attend without any payment. It is to be hoped that a large number of teachers will take the classes.

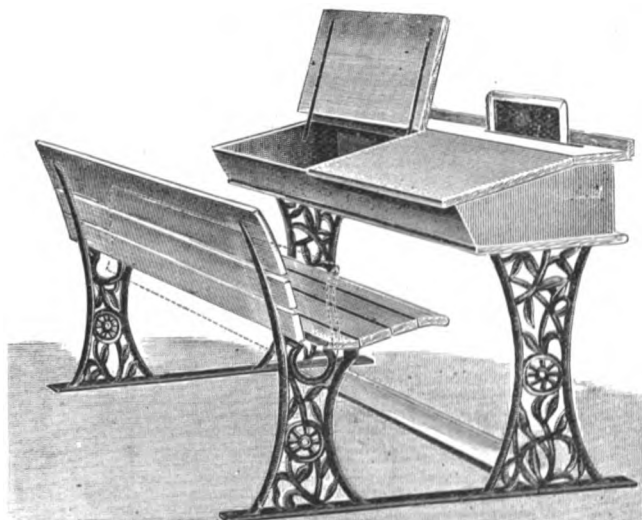
Alexandra College has begun extensive building alterations, for which £7,000 is required. A meeting to enlist public support will be held in the hall of Alexandra School on February 2, at which the Lord-Lieutenant, the Provost of Trinity College, Mr. Lecky, and Lord Justice Fitzgibbon will speak.

Mr. Crawford, a distinguished Methodist minister, has been appointed Head of Wesley College, Dublin.

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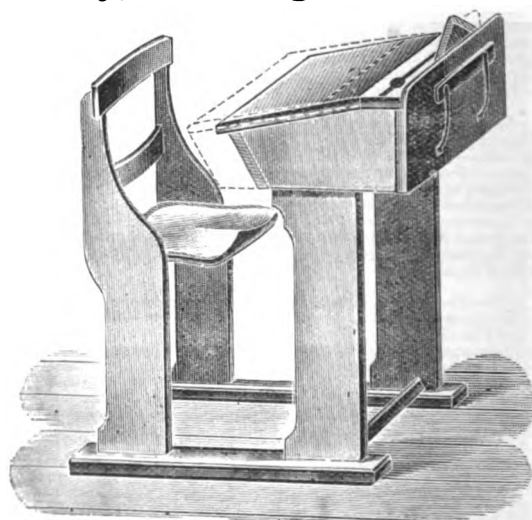
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A. H. ALLEN, Clerk of the Trust.
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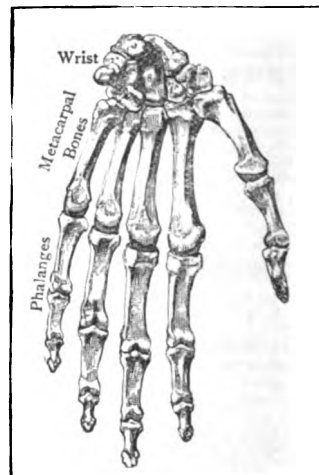
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THE INCORPORATED ASSOCIATION OF HEADMASTERS.

THE Annual General Meeting for 1899 was held in the Council Chamber of the Guildhall on Friday, January 13, the Rev. A. R. Vardy (Birmingham) in the chair.

The PRESIDENT, in his inaugural address, said that for the last month the voice of the teacher had been heard in the land. Speaking at the eleventh hour, little was left for him to say, and he might accept as axiomatic points on which there had been general agreement. They had travelled far since Thring founded the Headmasters' Conference and twelve headmasters met for the first time at Uppingham. They had learned to take wider and more liberal views, and to regard education as part of a great social movement, while no less insisting that they were not to be treated as cog-wheels in a machine. By mutual confidence and mutual esteem most of the difficulties in their path would be removed. Their co-operation during the past year with the Headmasters' Conference and the Headmistresses' Conference was a sign of the growing solidarity of the profession. While rejoicing in this increased activity and public spirit, he could not shut his eyes to the danger lest, amid the stir and strife of educational politics, they should forget the life-work of the teacher—the transmission of life from the living to the living. The rest of the morning was devoted to receiving the reports of the various committees. Mr. SWALLOW, as Chairman of the Parliamentary Committee, said he had little to report, as the Council had taken the drafting of the Lockwood Bill into their own hands. Mr. MATTHEWS protested against the separation of technical and secondary education in the Bill, a matter on which the Association had not been consulted. In presenting the report of the Committee for Promoting Legislation, Dr. R. P. SCOTT explained the action he had taken on the Joint Committee concerning the registration of teachers. As to the Consultative Committee of the Bill virtual unanimity had been reached. The Department objected to its being made statutory, but it could by Order in Council be made permanent and representative. Mr. SWALLOW stated that *Education*, the organ of the Association, was at present in a state of suspended animation; but Dr. Scott and himself were taking steps to provide an organ that should worthily represent not only the Association, but literature. The adoption of the report of the Council was moved by the Rev. T. N. HART-SMITH (Epsom), and seconded by the Rev. H. HEAP (Rotherham). Mr. HART-SMITH said the report was a sign of the growing interest in secondary education, though he doubted whether there was even now much intelligent realization of its real aims and objects among the public. They were warned that in promoting legislation they (the Headmasters) were forging fetters for themselves. That was his view. He deeply regretted the absence from the forthcoming Bill of any provision for Local Authorities. Thus alone could they hope to arouse local interest, the only safeguard against the dangers of over-centralization.

A paper on "Health in Schools" was read by Dr. Clement Dukes, physician to Rugby School. Dr. Dukes disappointed anticipation by making no direct reference to the recent correspondence in the *Times*, and contented himself with reinforcing his well known views as to the proper hours of work and of sleep for schoolboys at different ages.

The PRESIDENT moved:

"That this Association cordially welcomes the Board of Education Bill as a first step towards the organization of secondary education in England, and is of opinion that the Consultative Committee proposed therein ought to be permanent and to contain representatives of the Universities and of bodies of teachers."

Dr. POOLE seconded the resolution, which was carried with three dissentients.

Dr. GOW (Nottingham) then moved:

"That this Association records with satisfaction the statement made by the Lord President in introducing the Board of Education Bill—viz., that the proposed Education Office would probably be so organized as to consist of three Departments, dealing with primary, secondary, and technical education respectively."

The Rev. R. D. SWALLOW seconded this resolution, which was agreed to, and the meeting adjourned.

SATURDAY MORNING.

Mr. KEELING moved as a rider to the President's resolution of the previous day:

"At the same time the Association reaffirms its unanimous resolution of June, 1895, in favour of the statutory constitution of County Authorities for secondary education; and is further of opinion that no organization of secondary education can be either effective or complete until County Authorities shall have been constituted, and empowered to aid and supply secondary education within their respective areas."

At the Oxford Conference of 1895 they had resolved in favour of a statutory Local Authority with the county as a basis; in January, 1897, they had declared for the simultaneous establishment of the two Authorities, and in June, 1897, they had protested against reorganization being carried out by the Department independently of Parliament.

They seemed now near to the accomplishment of their hopes. The county boroughs and non-county boroughs had settled their differences. The School Boards had agreed to any Local Authority on which they were adequately represented. Everything pointed to the enlargement of the scope of the Bill. Under existing conditions endowed schools were heavily handicapped. The Technical Instruction Committee existed for the purpose of distributing the Science and Art grants, and could only recognize secondary education as the humble appendage of technical. If legislation were delayed, the County Councils and the School Boards would, according to the somewhat cynical suggestion of Sir John Gorst, settle their differences over their (the Headmasters') heads, and they would be left out in the cold, and their schools regarded as mere bursaries. Without local co-operation the Central Authority would be powerless. Since the passing of the Welsh Intermediate Education Bill, every county and county borough had rated itself for education, and in five or six years the pupils in secondary schools had increased fourfold. From Sir J. Gorst's recent speech at Bradford he inferred that the Government had still an open mind. Everything depended on the arguments they could bring to bear on the Cabinet.

The Rev. E. F. M. MACCARTHY (Birmingham) seconded. Mr. Keeling had struck the right key-note. It was only in prospect of this rider being passed that he had yesterday recorded his vote in favour of the Bill. Sir J. Gorst evidently despaired of Parliament, as dominated by territorial magnates—ignorant themselves, and caring for none of these things. The alternative, in his mind, was Departmental action. While speaking oracularly, he was pressing forward, with might and main, Clause VII. But these Technical Committees did not know what secondary education is; they interpreted it as a little English grammar or literature tacked on to technical instruction. The Technical Committees had, and would have in increasing numbers, schools of their own. They would not conflict with endowed schools, but simply ignore them. As the Yankee, when confronted by a grizzly bear, prayed: "O Lord, if for my many sins You will not help me, at least do not help the bear," so he would say to the Government: "If you will not give us the Local Authority we desire, at least do not put us under the thrall of the Technical Committees, fortified by Departmental action."

The rider was carried. Mr. W. C. FLETCHER proposed a second rider:

"That the Association instructs the Council to take such steps as shall seem to them likely to secure adequate representation of secondary schools on the Local Authority."

According to the compromise of which they had heard, the third, allotted by the Royal Commission to the representation of the profession, had been whittled down to a sixth. He further pointed out that Mr. MacCarthy's objections to the Technical Instruction Committees would be equally grave even if these were not made statutory.

Mr. MATTHEWS seconded, and the rider was carried.

Mr. WOOD (Darlington) moved:

"That in no case should the area administered by the Local Authority for Secondary Education be less than that of an administrative county or county borough."

Mr. HOWLETT (Bury) moved as an amendment:

"That the administrative county or county borough be the area for secondary education. Nevertheless, any County Council or county borough or municipal borough shall have power to submit a proposed area to the Central Authority; and, if after due local inquiry such area shall be accepted by the Central Authority, it shall be an area for secondary education, and the requisite financial adjustment shall be made by the Central Authority."

The proper unit of authority was the county. The county borough of fifty thousand could not in itself be considered a perfect educational unit. Thus, at Bury, he had in his school one hundred boys coming from the borough and one hundred coming from the outside area. To his proposal there were two alternatives, neither of them satisfactory—a differentiation of fees or a subsidy from the County Council. To show how the latter alternative was likely to work, he quoted a case in which the Lancashire County Council had, after much pressing, voted £27 towards the erection of school laboratories which had cost many thousands. Again, in Lancashire, there were only 1.62 per cent. of boys in secondary schools. That would give from thirty to forty possible pupils in one of Sir Albert Rollit's municipal boroughs of twenty thousand. Again, there was the rating difficulty. What representation would the municipal borough have? He had put this question to Sir J. Hibbert, who answered they would be represented on the County Council; but that was not enough.

Mr. BENDALL, the Secretary of the Association, opposed the amendment on the ground that it would create two new areas for educational purposes alone; that it would leave many counties with a nondescript remnant; that the Central Authority was not a suitable body to adjust finance.

Mr. HENDY (Carlisle) said that a number of county boroughs, Carlisle among them, were prepared to die in the last ditch before submitting to be put under the County Council.

Mr. MACCARTHY said that the amendment, on the showing of the mover himself, had a political object. There was no finality except in the county or county borough. The case of populous urban districts

had not been considered. To take his own county, Warwickshire, was it proposed that Leamington might have a Local Authority and not Aston?

The amendment was lost, only four voting in favour of it. The resolution was then carried with one or two dissentients.

Inspection of Schools.

The Rev. G. C. BELL (Marlborough) moved:

"That, in the opinion of this Association, the Secondary Education Department of the proposed Education Office should include inspectors specially appointed on the recommendation of that Department."

He would not say, like a distinguished *confrère*: "Personally, I feel no need of inspection," but remind them that the resolution entrusted to him proposed to add a fifth to the four classes of inspection to which schools were already subjected. These were by (1) the Charity Commissioners (very limited in amount), (2) by the Science and Art Department, by some County Councils, by the Board of Agriculture, and the College of Preceptors; (3) by the Joint University Board and the authorities of Local Examinations; (4) the hierarchy of H.M.I.S. The new Board of Education would, to some extent, take over the function of the Charity Commission, and partially abolish Class 1. What they deprecated was an extension of Class 4, a development of fresh limbs and suckers by the great octopus of Whitehall. As embodying his views, he referred, for brevity, to Sections 133, 134 of the Recommendations of the Royal Commission. As germane to his resolution, though not strictly falling under it, he referred to Clause 2, Subsection 4, of the Board of Education Bill. The "examine" in that clause introduced an entirely new power. Was it meant to apply only in special cases, as when a school was *prima facie* inefficient? Might this power be devolved upon the Universities, or was the Department forging a network to catch all schools in its meshes, save the few which had direct connexion with the Universities? He had no desire to "make their flesh creep" by a bogey he had conjured up himself. His desire was to nip in the bud such a policy, if it were contemplated.

Mr. MATTHEWS moved, as an amendment, to insert after "Inspectors" "familiar with the problems of secondary education."

Mr. HENDY seconded. What they needed was a body of educational experts. The inspectors at present commissioned by the Joint Board could not be reckoned as such. They were, in this respect, amateurs, inspection not being the business of their lives.

Mr. PERCY MATHESON, Secretary of the Joint Board, by permission of the President, addressed the meeting. The inspection conducted by the Joint Board was one of the most satisfactory pieces of work it had been his lot to come across. Their inspectors had been all men of experience, sympathy, and tact, and their reports had been gratefully approved by all the headmasters whose schools had been inspected.

The amendment was lost. Mr. BELL's resolution was carried with two dissentients.

The Rev. R. S. DE C. LAFFAN (Cheltenham) moved:

"That, in the opinion of this Association, the Education Office should recognize, *pro tanto*, as an alternative to the inspection required under Section 2 (4) of the Board of Education Bill, a system of inspection, or examination, conducted by any University in England or Wales, and approved for the purpose by the Consultative Committee of the Education Office."

He had in the current number of the *Journal of Education* been girded at for wishing to preserve the "elasticity, flexibility, and adaptability" of our schools, and, at the same time, to evolve order out of chaos. "We are asked," said the *Journal*, "to reduce it to order without disturbing the elements of chaos." A pleasing jest, but it rested on the familiar fallacy of the undistributed middle. There was the order of the clipped yew-tree hedge and the order of the stately avenue of immemorial elms. They desired the order not of the drill sergeant, but that of the admiral giving his directions to captains of the fleet. Mr. Thring had raised his protest against the journeyman apprentice set to assay the work of the past master. He looked forward to an inspectorate (or might he call it an episcopate?) forming the crown and flower of the profession, having its bishop's stool in every class-room of the diocese. The resolution was carried.

Sir ALBERT ROLLIT delivered an address on Commercial Education. He announced that the Educational Committee of the Chamber of Commerce had drafted a scheme of studies embodying the views of the Guildhall Conference on Commercial Education. In the elementary stage they recommended no specialization, except that under arithmetic should be included a knowledge of the metric system. The intermediate stage should include at least one foreign language taught colloquially. There should be opportunities for acquiring Oriental languages, and, in view of our extending commerce, some of the chief African dialects. Specialization proper should only begin in the tertiary stage from sixteen to nineteen. [Mr. KEELING suggested that the African dialects might be deferred till the tertiary stage.] The Chamber of Commerce were all in favour of a sound basis of liberal education, and thanked the Headmasters for their aid and support.

After the customary votes of thanks the Conference adjourned for luncheon at the Goldsmiths' Hall.

CONFERENCE ON TRAINING OF TEACHERS OF MODERN LANGUAGES.

THE Conference was held on Thursday, January 5, at the College of Preceptors. The Lecture Hall was well filled, and though, as usual, the majority of the audience were ladies, yet the Modern Language Association was well represented, and we noticed, besides those who took part in the discussion, Mr. Gerrans (Oxford), Prof. Borsdorf (Aberystwyth), Prof. Fiedler (Birmingham), Prof. Moore Smith (Sheffield), Mr. Morant (Education Department), Prof. Priebsch (University College). Mr. M. E. Sadler, who had promised to preside, was unavoidably absent through indisposition, and the Chair was taken by Mr. H. W. EVE.

Prof. REIN, who opened the discussion, laid down as a primary axiom that the teacher must be master of his subject. This had, up till recently, been the weak point of modern language teaching in Germany, where a knowledge of the history of the language had been made *die Hauptsache*, and familiarity with the living tongue, had been neglected. They were best taught in girls' schools and worst taught in *Gymnasien*, where modern languages were looked on as a *Nebenfach*. He had himself learnt French for six years in a *Gymnasium*, and the amount he knew at the end was infinitesimal. Teachers had been trained on the strict grammatical system, and could neither speak nor write fluently. The teaching was better at *Realgymnasien* and *Realschulen*. The neglect of the living language was largely due to what intending teachers had been taught at the Universities. Here the history of the language was made the chief point, and literature was too much neglected. In the Universities the study was naturally directed mainly to the older forms of the language. Hence the standpoint of the University-trained teacher was not the best adapted for dealing with young pupils. The teacher failed, and must fail, to arouse interest. The requirements of the German *Staatsprüfungen* were now much higher than they used to be. The aim of the classical teacher was ideal—he dealt with *Quellen*; that of the modern language teacher was both ideal and practical. He dealt with literature and stylistic no less than his classical *confrère*, but he had also to deal with the living tongue, with the contemporary life and thought of France, or Germany, or England, as the case might be. To perform this latter function satisfactorily, it was necessary that he should spend a considerable portion of time abroad. We sent our ancient *Philologen* to Rome or Athens; it is still more important that we should send our modern *Philologen* to Heidelberg, or Paris, or London. In Germany, the initiative in this movement for *Wanderjahre* as an essential part of training had proceeded from the teachers themselves, and a parallel movement was beginning in England.

Dr. BREUL (Cambridge) thanked Prof. Rein for his stimulating address, and said that, from personal experience, he was able to bear witness to the justice of the Professor's criticisms. He had himself passed through a German *Gymnasium*. At the *Gymnasium* his first teacher of English had been an accomplished classical scholar, who had never made English a special study. By him English was not brought before the boys chiefly as a living and spoken language, but it was taught entirely after the model of Greek and Latin. His second teacher at the same school had been a man thoroughly qualified for his task, who knew England and France by experience, and had a ready command of both languages. This teacher had been able to arouse in his pupils a real interest not only for the foreign languages, but for the foreign nations. In the University, no less than in the school, teaching the living language and modern literature should stand in the foreground, and claim the best part of a student's time and attention. But, if, no doubt, in Germany in most cases up to now a disproportionate amount of time had been given to the detailed study of the roots of the language, old dialectic differences, and to the older periods of literature, it was no less certain and regrettable that in England the future teachers of modern languages were in great danger of undervaluing the importance, nay, the necessity, of being acquainted with the origins of the modern language and literature, and of having studied the main facts of their development in a scientific way at the University. Every teacher of modern languages at a secondary school should, as such, acquire for his teaching the necessary background of historical and scientific information, without which even the modern classics could be but imperfectly understood or taught. The proper scientific and literary training of modern language teachers was of the greatest importance if the teachers were not to become mere *maîtres de langue* and if their instruction was to be not only of practical utility but of educational value. As to the Holiday Courses in Germany and France, with which Prof. Rein's (and also Prof. Vietor's) name was closely bound up, he thought them excellent, and had had ample opportunities of judging of their good and stimulating effect on his own Cambridge students. Some of them, men and women, had for years attended the German Courses at Jena, Marburg, and Greifswald. These visits, by means of which students were made acquainted, not only with the living language of the present day, but also with the life, customs, and character of the foreign nations, were, to his mind, a most indispensable supplement to the scientific study of the subject at our Universities. As to ways and means, not only County Councils and colleges at the old Universities should offer bursaries and travelling scholarships to teachers and graduates, but our large and wealthy towns

should be approached, guilds and corporations should be requested to devote money liberally to such purposes, the Chambers of Commerce might fairly be asked to contribute, and, finally, private donors. In Germany, the towns, as well as the States, were doing a very great deal in this respect. In England, where so many good things were done by corporate or private munificence, not only the municipalities, but also private individuals, should be interested by the Modern Language Association or by individual members. As to the proper time of residence abroad, the more frequently students and teachers could go the better. The stay abroad was not necessarily very expensive. But he thought that, in case students training for the profession of modern language teachers could only afford to go once, they should rather go *late* than early, after having passed through a careful theoretical and practical preparation in England. They would then know exactly where their difficulties lay, and how they should be worked at. Their progress would, in that case, be all the more rapid. Teachers should be encouraged to go abroad from time to time, and every facility with regard to leave of absence and financial help should be afforded them for the purpose.

Dr. HEATH formulated three essential points in the efficient teaching of modern languages: (1) We must move in the same direction as Germany, and lighten the ship by throwing overboard some of the classical ballast, especially composition. (2) The preliminary teaching of English must be improved. We must never teach aught in English that will have to be untaught when the pupil passes to the study of another language. (3) The philological training (using the word in its narrower sense) of the modern language teacher in England must be improved. In Germany it might be overdone; in England it was neglected altogether.

Mr. FABIAN WARE urged that modern languages were only a special case of the general question of professional training; but, on the principle that all reform should proceed along the line of least resistance, it should be most insisted on. The modern language teacher needed it most, as he had to deal with the hardest of problems, the question of method. What part should modern languages play in modern education? Science has been gradually ousting languages. The commercial spirit, likewise, had been an adverse influence; but, if properly directed, it might stand us in good stead.

Mr. FINDLAY welcomed the opportunity of publicly acknowledging the debt he owed to Prof. Rein, whom, to his lasting benefit, he had discovered eight years ago at Jena. As to the question raised by Dr. Breul, he held that the times for teachers' visits abroad were *all* times. The *raison d'être* of modern language teaching was the promotion of international amity, and the teachers were the emissaries of civilization.

Mr. STORR dissented. A secondary result, however beneficial, must not be made the primary motive. We taught modern languages because we believed them to be an efficient instrument and means of culture. He was glad to hear Prof. Rein assert so strongly the double aim of the modern language teacher. Great as had been the services of *die neuere Richtung* in correcting faulty methods and showing us the right way to begin, yet he saw a distinct danger of neglecting the literary side. To lead the pupil to appreciate Molière and Goethe was a higher aim than to enable him to talk French or German with a perfect accent.

Mr. MILNER BARRY said the real question before teachers was how to persuade the British public to send them abroad. Headmasters would encourage them to pass their holidays abroad, but would never dream of giving them an off-term. The Modern Language Association should arouse the sympathy of County Councils, and get them to found scholarships. Again, at Cambridge scholarships were often reserved for the fourth year on condition of residence at the University. Why not on condition of residence abroad? He deplored the neglect of German in comparison with French. Last year the Welsh Central Board examined 3,404 pupils in French to 84 in German, and refused to hold an oral examination in German because of the paucity of candidates.

Prof. RIPPMANN dwelt on the subject of phonetics. If one talked to the ordinary teacher about phonetics, he thought one meant Isaac Pitman. He held that French should take precedence of German, and that to teach too many languages at once was a fatal error.

THE TEACHERS' GUILD CONGRESS.

THIS Congress, convened to discuss the two Education Bills introduced by the Government last August, and also the general policy and economy of the Guild, met on Monday, January 9, at the City of London School. The meeting consisted mainly of delegates of the Central Guild and the Branches, but other members were admitted by ticket, and took part in the debates, though without the power of voting. Canon LYTTLETON, Chairman of the Council, occupied the chair, and on the platform were Sir G. Young, Treasurer; Mr. A. C. Humphreys-Owen, M.P., Mrs. Bryant, Prof. Hudson, Dr. Williams, Principal Hicks, Mr. J. Russell, Mr. F. Storr, and others.

The CHAIRMAN, in opening the proceedings, referred to the meeting of the Congress as an occasion of great interest and importance. They now stood upon the very verge of seeing some of their wishes brought

into fulfilment. This was what they had been waiting for for many years. Their wishes were wider than the fulfilment at present promised; yet it was a fact of great significance in the history of English education that, for the first time in the history of this country, the Government were really proposing to undertake the continuous control of the secondary schools of the country, interpreting that in its largest sense. But they ought to remember that the secondary schools were, in themselves, institutions quite unique in the history of the world. Those schools, in spite of their defects, were in many cases the pride of the country and the envy of foreigners. Therefore, it was evident that the work of the Government was not only of great importance and interest, but of singular delicacy as well. It was the undertaking of control without violating the principles of liberty; and the combination of these two things would call for the very highest powers of statesmanship, insight, and sympathy that the Government could possibly show. They were, in that Guild, called upon to help the Government in the work. He ventured to say that, if it had not been for the efforts of the Guild, the Government would not have brought themselves to the present pitch of resolution. The policy of the Guild was one which was described in the present day as a policy of pin-pricks, and it was having a good effect. Without their action, they would have had to wait still longer. Their hope had been often and often deferred, but the heart of the Guild had not yet grown sick. Therefore, they looked forward for a great deal more to be done in the future. For the present, however, he asked them to welcome what the Government had promised to do. It was an instalment, but it was a vast deal better than nothing. He also asked them to bear in mind and recognize the great work which the Duke of Devonshire had done. Without the Duke, they would not have had the slightest chance of any legislation, according to their needs, being set in train by the Government; and it was to him they looked in future to carry out the remainder of their programme. The first resolution on the paper was to the effect:

"That a Central Authority should be established, either simultaneously with or prior to Local Authorities; but Local Authorities, if not simultaneously set up, should follow in the immediate future." There were those who felt that the Government might have gone further; while others thought their difficulties were greater than many people took into account. But it was certain that the establishment of Local Authorities could not be long delayed. Apart from that, they all felt that the establishment of a Central Authority was an event of great importance, and must have a beneficial effect upon English education, inasmuch as, combined with an inspectorate, it would deal with what was a scandal—namely, the existence of a certain number of very inefficient schools. If they had proper inspection and registration, those schools would not exist. Whatever they secured in the future, that which was now promised by the Government dealt with the greatest of all the defects in secondary education. The second resolution was to the effect that a Secondary Education Department proper, with its own inspectorate, should be established. It would not be easy for the Government to get the right men for the inspectorate, and it would be difficult to get them in the right number. The temptation would be strong for them to make use of those inspectors who had hitherto performed the duty of inspectors of elementary schools; and it was the bounden duty of the Guild to make it clear that, while they were ready to accept an inspection conducted by men acquainted with secondary teaching and of some standing in the profession, they could not accept inspectors who had been born and bred under conditions very different from those in which secondary schools had been carried on. The third resolution dealt with the proposals of the Bill with regard to the Charity Commission, and expressed the hope that legislation on the lines of the Report of the Royal Commission on Secondary Education might follow as soon as possible. Those who knew anything of the peculiar difficulties which the Charity Commissioners had laboured under in the past must feel that the resolution had been drafted in as gentle a way as possible. In conclusion, he wished to point out that they were not met as a Conference of members, but as a Congress of representatives of Branches, to discuss certain important resolutions. He then moved the first resolution.

The Rev. A. W. C. COMPTON (Dover) moved an amendment which represented the view of the Folkestone and Dover Branch. The Royal Commission had laid down that it would be one of the first duties of the Central Authority to aid in constituting the Local Authorities. It therefore plainly contemplated the priority of the Central Authority. If the Government's hands were forced and Local Authorities insisted on, the Bill would be contentious and take a long time in getting through the House. Moreover, the Local Authority in that case would certainly be the County Council, which was not what teachers wanted. The North of England was eager for a Local Authority to prevent overlapping. In the South they viewed the matter differently. In the case of one South-coast town (Brighton?) the Department had distinctly laid down that the School Board rate could not be legally applied to the teaching of any subject not recognized in the Code, or of any subject not taught in standards. Therefore the erection of buildings and the higher instruction which was now being given in so many Northern centres were distinctly illegal. He therefore moved as an amendment

"That a Central Authority should be established with power to draw up schemes for constituting Local Authorities at an early date."

Mr. STORR opposed the amendment, though it was virtually identical with that carried by the Central Guild, of which he was a delegate. By carrying a resolution in favour of a Central Authority, the Guild would be stultifying itself—battering at open doors. Nor was he so sure that such an authority as that constituted by the Board of Education Bill would in itself be a gain. A distinguished professor of education had recently said at Bradford: "If we had a central Department for Secondary Education without Local Authorities, the result might be disastrous." The original resolution was the minimum that teachers would demand; he was prepared to accept it as a compromise, but would resist any attempt to whittle it down. So far were they from forcing the hand of the Government that the Duke, in his speech on introducing the Bill, had virtually invited teachers to bring pressure to bear, and promised them, if they were sufficiently unanimous, Local Authorities. According to Mr. Compton's amendment, the Board of Education, *i.e.*, the present Education Department, would be empowered to constitute Local Authorities, and settle a great national question without consulting Parliament. Neither Parliament, nor teachers, nor the nation, would tolerate such a bureaucracy.

Mrs. BRYANT also opposed the amendment. It was the function of the Congress to tell the Government what they wished done; it was for the Government to consider how far this was feasible. To entrust such powers to the Education Department revolted not only all our educational, but all our political, instincts. We knew what went on in the House of Commons; we did not always know what was going on in the Education Department. If we could have either in one Bill or in two Bills simultaneously introduced the whole subject before us at once, we should have a wiser solution than was possible if the two parts were taken separately. Two pieces of legislation would make each a fatal patch in relation to the other.

Mr. HUMPHREYS-OWEN, M.P., bore testimony to the important and useful part that Local Authorities played in the organization of Welsh secondary education. As a member of the Central Body, he felt that it would be impossible for them to deal directly with schools. In confirmation of Mrs. Bryant's view, he emphasized the advantage of giving comparatively uninstructed bodies a share in educational administration. By that means a sound public opinion was being gradually created. Such general culture and the interest aroused by taking part in educational administration more than compensated for the occasional mistakes made by a public body.

Mr. J. W. LONGSDON said that since the resolution was drafted by the Council of the Guild much had happened. The rivalry between School Boards and County Councils had cooled down, and they were within a measurable distance of a *modus vivendi*. He drew attention to the fact that Local Authorities were being rapidly established throughout England, dealing with certain sections of secondary education. Unless these were co-ordinated and brought under the Central Board, our present chaos would grow more chaotic.

Dr. A. S. WILKINS, speaking for the Manchester Branch of the Guild, said they regarded the clause on Local Authorities as the very essence of the resolution. He saw no reason why Parliament should not deal with the whole question next Session. True, you could not drive six omnibuses abreast through Temple Bar; but at present there was not a single hansom blocking the road.

The amendment was lost, only two or three votes being recorded in its favour.

A similar amendment, omitting all mention of Local Authorities, was moved by the Rev. J. O. Bevan, in behalf of the Central Guild, and seconded by Prof. Hudson. Only seven voted in favour of it. The resolution was then agreed to.

The Inspectorate.

The second resolution,

"That a Secondary Education Department proper, with its own inspectorate, be established by this Bill," was moved by the CHAIRMAN and seconded by Miss ANDERTON.

Mr. HUMPHREYS-OWEN agreed with the Chairman that any tampering with the liberty that secondary schools enjoyed was strongly to be deprecated. At the same time he doubted the policy of so abrupt a declaration. In Welsh intermediate schools they had to deal with a large number of children coming from the elementary schools, and he held it most important that a closer connexion between these two grades and the Universities should be maintained. He looked forward to a time when the methods and aims of secondary would permeate primary schools.

Mr. MATTHEWS (Bolton) pointed out that the Guild had always contended for the unity of the profession, and the resolution, if carried in its present form, would be a departure from this first principle.

Mr. BRYANT said the intention was not to create water-tight compartments; but there were advantages in their being, in the first instance, separate.

After further discussion, the resolution was amended as follows:—

"That, under the Board of Education, secondary education should form a separate branch with an inspectorate of its own familiar with the problem of secondary education."

This was carried. The original resolution was subsequently moved as an amendment by the Rev. J. O. BEVAN, and seconded by Mr. MOORE (Birmingham), and was lost by a large majority.

The CHAIRMAN further moved :

"That, though we accept the proposal of the Bill with regard to the Charity Commission, as apparently inevitable at the present time, we hope that legislation on the lines of the Report of the Royal Commission on Secondary Education may follow as soon as possible."

A long and somewhat desultory debate followed. Mr. STORR wished to see the Charity Commission transferred to and constituted a separate branch of the Board of Education. The CHAIRMAN objected that the Charity Commission exercised judicial functions, and it was unconstitutional to entrust them to an administrative body. There lay the crux of the problem. Ultimately the resolution passed ran :

"That, with regard to the Charity Commission, this Congress hopes that legislation on the lines of the recommendations of the Royal Commission on Secondary Education may follow as soon as possible."

On the motion of Mr. HUMPHREYS-OWEN, M.P., a rider was added :

"That the Congress deprecates any interference with the Welsh Board of Education, which has been so recently established."

The Consultative Committee.

On Tuesday morning the first resolution was moved by the CHAIRMAN :—

"That while we approve generally the constitution of the Consultative Committee foreshadowed by the Lord President's speech (August 1, 1898), we consider that it should be permanent, statutory, and also identical with the Registration Council."

He said that Section III. of the Bill, which ran : "It shall be lawful for Her Majesty in Council from time to time to appoint a Consultative Committee," did not satisfy the aspirations of teachers. They desired a Committee which should be thoroughly representative of secondary education, permanent, and not liable to be called or dissolved at the will of a Minister. He wished, however, to remove one misconception. He had just been informed at the Education Department that in a Parliamentary Bill the words "It shall be lawful" were tantamount to a compulsory clause. In that respect, therefore, the Bill gave them what they wanted ; and he suggested that the word "statutory" should be omitted, as likely to give offence to the Department.

The resolution thus amended was seconded by Miss ANDERTON and carried *nem. con.*

A Register of Schools.

The CHAIRMAN then moved :

"That a Register of Schools is essential."

This was a subject on which, he thought, there would be very little difference of opinion. It was rather significant that the teachers had been foremost in pressing this matter upon the attention of the Government. It was an extraordinary fact that perhaps hundreds and thousands of parents should continue to send their children to schools the character of which they knew nothing about. These schools were exempt from any kind of control, even the control of public opinion ; and, in some cases, they were conducted by people who had no right to be teachers. This kind of thing continued because the public acquiesced in it, and were willing to be gulled. He did not think that any protest against this state of things had come from any body except the teachers. The aim of the resolution was to remedy what he believed was the greatest blot on the educational system of England.

Miss ANDERTON seconded the resolution.

Mr. COHEN (Tottenham) moved the insertion of the word "efficient" before "schools."

The Rev. A. E. SHAW seconded the amendment.

Mrs. BRYANT objected, on the ground that such a registration of schools would be premature. We first wanted Local Authorities established all over the country, to determine what the present supply was, and to fill up gaps. In this way a system of classification of schools would be gradually developed much sounder than one framed at headquarters. We should beware of the German mistake of over-organization and over-classification.

Mr. BEVAN pointed out that a return of schools had already been made.

Mr. MATTHEWS said that Mrs. Bryant's objection was not to registration, but to classification—a very different matter.

The resolution was passed, with the omission of the word "statutory."

Inspection of Schools.

Under this head the Council, instead of resolutions, set forward two questions :

(1) "Should the examination and inspection of schools by the Board of Education be compulsory instead of optional?"

(2) "Should the clause on inspection [2 (4) in the Education Board Bill] be interpreted as including the inspection, &c. of schools?"

The CHAIRMAN said that these were essentially questions not for teachers, but for parents. The greatest blot on our educational system was that at present schools could be carried on exempt from any sort of control. Apparently the public were willing to be gulled, and they were gulled.

The HEADMASTER OF TOTTENHAM SCHOOL moved that the inspection should be conducted either directly by the Department or indirectly by recognized authorities. Suppose the report of the University inspectors to be unsatisfactory : the Government inspectors would be sent down, and, if their report was likewise adverse, the school, after a certain period of grace, would be removed from the Register.

Miss ANDERTON, speaking on behalf of private schools, said they would all welcome Government inspection, but not examination.

Mr. MATTHEWS said he should not be prepared to accept the inspection of schools by the Universities. They wanted to be inspected by experts who made inspection the business of their lives.

Mr. COMPTON thought that the questions of inspection and examination should be kept separate.

Mr. STORR pointed out that inspection by the Universities would be a greater expense than many secondary schools could afford.

Mrs. BRYANT asked why teachers should be in a hurry to put themselves in the hands of this new and unknown body. Let them wait till they had before them a scheme for the construction of Local Authorities.

Mr. FABIAN WARE said that a good many schools were already being inspected by South Kensington. At Bradford their inspection had been of the greatest use, and had raised the efficiency of the teaching. Mr. Keatinge and his staff considered this the fundamental reform of the future, and the only question to be debated was, by whom the inspection was to be conducted.

Mr. HUMPHREYS-OWEN mentioned the case of a Welsh school, which in two successive years was reputed to have passed its examinations with the greatest success. The same school was afterwards inspected, and pronounced inefficient both in discipline and teaching. Inquiries showed that the inspector was right and the examination reports had been fallacious.

Eventually a resolution was passed : "That the inspection of schools, either directly or through the recognized authorities, be compulsory." A rider to the effect that the inspectors should have had at least five years' experience in secondary schools was defeated by the casting vote of the Chairman.

On the motion of Mr. BOMPAS SMITH, a rider was added—"That in matters of inspection there should be no difference between private and other schools."

Loan Museum.

Miss BUSK (London) moved :

"That a Loan Museum (history and geography) be established by the Council."

It was, she said, proposed to provide for the use of members plans, pictures, and maps, illustrating historical and geographical subjects. Each portfolio would cost from £10 to £20. Members would be charged one and a-half guineas per annum for a loan of these plans and maps, which they could retain for six months.

Mr. J. L. MYRES (Oxford) seconded the proposal, and it was agreed to.

The Friendly Society and Benevolent Fund.

Mr. BRABROOK, the Chairman of the Thrift Committee, proposed the following resolutions, which were carried *nem. con.* :—

(1) "That the establishment of a Friendly Society (Sickness and Accident Fund) on principles of mutual self-help, for the benefit of teachers, would carry out an integral part of the original objects of the Guild, and would be of great advantage to its members."

(2) "That, if it be not found possible to get sufficient members of the Guild to establish the Friendly Society on a proper basis, membership of the society be thrown open to other suitable persons belonging to the profession of teachers."

He stated that the generosity of Miss Barlow had provided for the preliminary expenses of starting such a fund, and tables had been prepared by Mr. A. Watson, of Nottingham. Seventy-two members had already given in their names, but a hundred was considered the minimum number with which it would be safe to start. Mr. Stubbs (Sheffield) advocated, in preference, the friendly scheme of the National Union of Teachers. In favour of a special fund for teachers, it was pointed out that most sickness and accident insurances did not admit women.

A second resolution was passed, in support of the Benevolent Fund now started.

The CHAIRMAN asked leave to move a resolution, not on the agenda paper, which had been put into his hands by Mr. Thornton :—

"That the Congress cannot regard any legislation as satisfactory which does not expressly provide that all efficient private schools shall share in the same way and to the same degree in the aid rendered by the State to secondary education."

He said that no resolution to this effect had been formulated by the Council because private schools were not directly touched by the Bill. He felt strongly that private schools must in no way be

hampered in their action. In another place (the Headmasters' Conference) a resolution had just been passed to this effect.

MR. MILLAR INGLIS recalled the Chairman's words at the Oxford Conference of 1893: "The attitude of the State to private schools should be one of very much sympathy." At the Headmasters' Conference of 1895 a resolution had been passed to the effect that the Local Authorities be empowered to aid any efficient school, public or private, provided it satisfies the necessary tests. The difficulty in respect of private schools lay in their want of continuity, especially in the matter of buildings, but, with such a security as that proposed, private schoolmasters would be prepared to sink capital in buildings.

The Rev. J. O. BEVAN seconded and Miss WILSON (Manchester) supported. The motion was carried.

Leaving Certificates.

On Wednesday morning the first resolution was moved by Sir JOSHUA FITCH, in the absence of the Rev. T. W. Sharpe:—

"That the Guild use its utmost endeavours to secure the establishment of a leaving certificate, on the general lines of the Scotch Leaving Certificate, for English schools."

He described the Scotch Certificate as a series of certificates given for groups of subjects, with no fixed limits of age, but with the important proviso that candidates must belong to recognized schools and have been in regular attendance for at least six months before the examination. Leaving certificates for secondary schools, unlike those for primary, had a double object to serve: they should be a *terminus ad quem* in respect of the school, and a *terminus a quo* in respect of the University. He took it that the object sought by the Guild was, first, to diminish the number of examinations—to make one examination serve the purpose of testing school work and of fitness for entering on a profession or the University. With this object he heartily sympathized. Sir Joshua then proceeded to give a brief account of the French *certificats d'études*, referring for further information to the article he had contributed to the last volume issued by the Bureau of Information.

Mr. WOODHOUSE (London) seconded the resolution. A State certificate was wanted to show parents what the aims of teachers were, and to induce them to let their children stay at school till an age when their studies would be really profitable.

The Rev. J. O. BEVAN moved, as an amendment, to omit the words referring to the Scotch Leaving Certificate. He did not think it desirable for the Guild to commit itself to any particular form of certificate.

Mr. STORR seconded the amendment.

The CHAIRMAN said the word "State" was apt to inspire a feeling of panic in the teacher's mind. Ultimately the amendment was carried, with the omission of the word "State," as a substantive resolution.

Registration of Teachers' Bill.

Mr. STORR moved:

1. "That some sanction should be added to the Bill as it stands, such as that proposed by the Royal Commission on Secondary Education in its Report (Vol. I., page 320)." ["There could be no hardship in exacting that, after a period of (say) seven years, no unregistered person should be appointed as head teacher in any endowed school or school in receipt of public money."]

2. "That a clause should be added to the Bill, providing, as a further condition, preliminary to registration, that the applicant for registration must have taught for two years in a school recognized as efficient for the purpose by the Registration Council."

The Registration Bill of last year was a purely voluntary measure, and he found the effect would be that teachers of established position and reputation would not register their names. Their only inducement would be *pour encourager les autres*, and some of the leaders of the profession were opposed to registration on principle. There would then be a distinct danger that, conspicuous leaders being absent, the register would be discredited from the first, and only those would seek to be inscribed whose credentials were doubtful. He could see no hardship, but unmixed gain, in such a sanction as that proposed by the Royal Commission. If that were added to the Bill, every aspiring young teacher (and what youthful teacher lacked ambition at starting?) would seek to be inscribed, and not to be registered would be regarded by the public as a slur on a teacher's reputation.

Mr. J. RUSSELL moved as an amendment to omit the word "head" before "teacher."

Mr. BRIDGE seconded, and the amendment was carried.

For the second resolution, Dr. WILKINS objected on the ground that it struck a blow at the communion between the Universities and the public schools. Such an enactment would have debarred such conspicuous successes as Dr. H. M. Butler, Mr. Welldon, Mr. Moss, and Dr. Abbott from being elected headmasters.

Miss BASS also objected on behalf of governesses, a most deserving class, which would thereby be excluded from the register.

The second resolution was lost.

The proceedings closed with a vote of thanks to the Chairman, proposed by Dr. WILKINS, and seconded by Prof. HICKS.

The Congress dinner was held at the Holborn Restaurant, Dr. ISAMBARD OWEN presiding. Among those present were Sir Joshua Fitch, Sir George Young, Canon the Hon. E. Lyttelton (Chairman of the Council of the Guild), Prof. Foster Watson, Lady Frederick Cavendish, Mr. John Russell (Vice-Chairman of Council), Prof. Hudson, King's College, London, Prof. Wilkins, Mrs. Bryant, Headmistress of the London Collegiate School for Girls, Mr. Pollard, Headmaster of the City of London School, and Mr. Herbert B. Garrod, General Secretary of the Guild.

The CHAIRMAN, in proposing "Organization and Registration," referred to the organization of secondary education and the establishment of a system of registration of teachers. They saw before them a prospect, which was brighter than they had perhaps ever seen before, of the two objects of their Guild being carried into effect. Teachers might deem it fortunate at this time, when a favourable opportunity occurred for bringing forward in Parliament measures of a non-party character, that the framing of them should fall to the lot of so singularly fair-minded a statesman, so little governed by preconceived opinions, and so ready to gather hints from the advice of experts, as the present Lord President of the Council of Education. He pointed out that they were asking for the teaching profession what had already been granted to the profession of medicine and other professions. They were not asking that the profession of teaching should be made a closed profession, which no one should be allowed to practise unless possessed of a certain qualification; they were only asking that the State should establish a certain official standard of qualification, and that it should take care to inform the public as to those teachers who had obtained that standard of qualification. They also asked that any public appointments should be given only to those who had fulfilled what the State considered to be the necessary *minimum* of qualification. They were therefore only asking for facilities to develop the powers of usefulness of teachers, which could not be fully developed until the profession had created some kind of corporate life or attained some kind of corporate feeling. They wanted to see a real University of teachers for the United Kingdom, to see the teachers not only separate organisms, but united into one great organization, every element of which should be performing its own specialized function, and every unit of which should be the supplement of every other unit in the mass.

Sir JOSHUA FITCH, in proposing "The Teachers' Guild," said that the desire for corporate feeling and action had long been felt in the teaching profession, but it was only of late that the teachers had awakened to the importance of the opportunities for exchanging impressions of their experience, for social intercourse, and for the free discussion of educational principles.

Canon LYTTETTON, in responding, referred to the difficulties which teachers had to face, and urged that the sacredness of their calling lay at the root of their corporate action.

Sir GEORGE YOUNG proposed "The President," which was acknowledged by the Chairman, and the proceedings closed.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.

THE fifteenth Annual Meeting of this Association was held on January 13, Miss Maynard, mistress of Westfield College, an honorary member of the Association, being in the chair. The annual report presented by the Committee showed that the work had been carried on with increasing success during the past year. The total number of members has now reached 534, of whom 164 have been elected since December 1, 1897. An important branch of the work is the registry, which has filled 88 posts, as against 72 in 1897. Unlike other registries, it charges no percentage or fee whatever on the earnings of teachers, the working expenses being defrayed by members' subscriptions and employers' fees. Continuous membership is, therefore, essential to the maintenance of the co-operative principle on which the Association is based.

After the transaction of formal business, Miss Maynard opened a discussion on "The Value of Co-operation as a Means of Keeping up Salaries." She pointed out the need for co-operation in the professions as well as in industrial life, and maintained that a higher appreciation of the value of education would ensure teachers the proper reward for their work. Other speakers dwelt on the crowded state of the teaching profession and the frequent underbidding by teachers who have independent incomes. Such, it was urged, should refuse to take work for inadequate remuneration. The Hon. Secretary, Miss Gruner, dwelt on the need for more corporate spirit among teachers, expressing her belief that the Association was doing good work in this direction, and would do better as its numbers increased.

The meeting closed with votes of thanks to Miss Maynard for presiding and to the Hon. Secretary for her untiring devotion to the Association's work.

ASSOCIATION OF ASSISTANT-MISTRESSES IN PUBLIC SECONDARY SCHOOLS.

THIS Association held its sixteenth Annual Meeting at the Women's Institute on Saturday, January 14. The morning meeting was chiefly occupied with routine business and the discussion, opened by Mrs. Withiel, of Notting Hill, on "The Board of Education and Registration Bills." The following resolutions were passed:—

1. "That this Association will be glad to see the Board of Education Bill of 1898 passed, but trusts (a) that its scope will be extended to include proposals for the creation of Local Authorities for Secondary Education on the lines suggested by the Royal Commission; (b) that the Consultative Committee, indicated in the Bill, will be a permanent Committee, and will include both men and women representing teachers in secondary schools; (c) that schools affected by the action of the Local Authorities will have a right of appeal to the Central Authority; (d) that, under the Board of Education, secondary education will form a separate branch, with its own inspectorate."

2. "That this Association would desire a clause added to the Registration Bill to the effect that—(a) after the lapse of a specified time—say seven years after the establishment of the Register—no unregistered person should be appointed as teacher in any endowed school, or school in receipt of public money, exception to be made in the case of probationers; (b) some authority should be appointed to undertake legal proceedings against persons guilty of offences under Clause 16."

An address was given by the President, Miss Sullivan, of Birmingham, on "Education in France."

In the afternoon two interesting papers were read: one, on "The Teaching of French," by Mlle. de Frémery, of the Reading High School; and the second, on "Language Teaching in German Schools," by Miss Collinson, of Bournemouth High School.

A very clever and amusing paper was read by Miss Wallas on "A Sixteenth-Century Arithmetician."

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, the "Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

TEACHERS' GUILD CONGRESS. JANUARY 9-11, 1899.

The proceedings of the Congress are reported in another part of this number of the *Journal*. The Chairman of Council (the Rev. Canon the Hon. E. Lyttelton) presided at all the sittings of the Congress, and introduced the resolutions on the Education Board Bill. The resolutions on the Teachers' Registration Bill were moved by Mr. F. Storr, Chief Master of Modern Subjects, Merchant Taylors' School, Chairman of the Political Committee of the Council. In the absence of the Chairman of the Education and Library Committee, Mr. H. Courthope Bowen, the resolution on the subject of the establishment of a Loan Museum was introduced by Miss H. Busk (Hon. Curator, Geography Section) and Mr. J. L. Myres (Hon. Curator, History Section), and the Leaving Certificate resolution was moved by Sir Joshua Fitch. The resolutions on the formation of a Teachers' Guild Friendly Society and on the maintenance of the Teachers' Guild Benevolent Fund were introduced by Mr. E. W. Brabrook, C.B., Chief Registrar of Friendly Societies, Chairman of the Thrift and Benefits Committee. The resolution on Finance was moved by the Chairman of the Finance Committee, Mr. J. Arnold Turner.

The movers, being all well acquainted with the aims and work of the Council, were able to give very material help to the Congress in the way of explanation of the resolutions, and the decisions taken form a valuable body of opinion, representing the considered judgment of the Central Guild and most of the Branches. The Council will thus be able, at their meeting on February 4, to take decisive action in accordance with the resolutions, which, with some modifications, are those sent down for local discussion in October last. Only one of the resolutions was negatived by the Congress (the one requiring two years' experience in a recognized school as a necessary condition precedent for registration), and the voting showed that the members of Council present had altered their own views on the subject upon reflection and discussion.

At the close of the last sitting the Chairman moved a cordial vote of thanks to the School Committee of the Corporation of the City of London for lending the hall of their school for the Congress, and Dr. A. S. Wilkins (Manchester) and Prof. Hicks (Sheffield), representing the two largest English Branches, proposed a similar vote to the Chairman for his conduct in the chair, which had so materially helped the Congress. Both motions were carried by acclamation.

An invitation to those members who are able to afford it to give more than the *minimum* annual subscription was circulated during

the finance discussion, and again during later proceedings, and secured several signatures of members willing to increase their subscriptions on the spot. A larger number signed a second paper pledging themselves to do their best each to bring a new member into the Guild during 1899.

At the Congress Dinner, on Tuesday, January 10, at the Holborn Restaurant, eighty-six members and guests sat down. The high table was occupied by the President of the Guild, Dr. Isambard Owen, Senior Deputy Chancellor of the University of Wales, in the chair; the Chairman of Council, the Hon. Treasurer (Sir George Young, Bart.), Lady Frederick Cavendish, Sir Joshua Fitch, the Vice-Chairman (Mr. John Russell), the Chairman of the Finance Committee (Mr. J. Arnold Turner), Mrs. Bryant, Mr. A. T. Pollard, and the following members of Council, by seniority of membership:—Prof. W. H. H. Hudson, Prof. Foster Watson, Miss H. Busk, Mr. R. F. Charles, Miss Marian Green, and Mr. H. A. Nesbitt. The members of Council next in seniority—Mr. Langler, the Rev. J. O. Bevan, and Mr. J. Adamson—also as the General Secretary, occupied the head seats at other tables. Some other Members of Council were, at their own desire, seated with their friends among the general company. The toasts proposed were—"The Queen," by the President; "Organization and Registration," by the President; "The Teachers' Guild," by Sir Joshua Fitch, replied to by the Chairman of Council; and "The President," proposed by Sir George Young, and duly acknowledged.

The Modern Languages Holiday Courses Committee met on January 14, and settled the arrangements for the autumn courses of 1899, at Lisieux and Tours (to commence on August 2 and 3 respectively). The circular giving detailed particulars of the syllabuses of lectures and other matters will be ready about the middle of February.

TEACHERS' GUILD LECTURE.—The next of the lectures, open to all members of the Guild, will be given by Lawrence Gomme, Esq., F.S.A., Vice-President of the Folk-Lore Society, on Tuesday, March 7, at 8 p.m. Subject: "Folk-Lore as an Adjunct of History," with illustrations from children's games. Place to be announced in March *Journal* report.

CENTRAL GUILD.—LONDON SECTIONS.—CALENDAR FOR FEBRUARY.

Friday, 3rd, 8 p.m.—Section B. Annual General Meeting, followed by a discussion on "The Benefits that a Teacher derives from belonging to the Teachers' Guild," at 74 Gower Street, W.C.

Tuesday, 7th, 8 p.m.—Section D. Lecture on "The Evolution of Character," by Sir Joshua Fitch, M.A., LL.D., at 74 Gower Street, W.C. Open to Members of all Sections and their friends (one for each).

Friday, 10th, 7.30 p.m.—Section F. Annual General Meeting at 8 o'clock. Paper: "Pictures in Schools," by Miss Christie, of the Art for Schools Association, at Streatham Hill High School, Wyatt Park, Streatham Hill (by kind invitation of Miss Oldham).

Tuesday, 14th, 8 p.m.—Section C. Lecture on "The Teaching of the Old Testament," by the Rev. Canon the Hon. E. Lyttelton, M.A., Headmaster of Haileybury, Chairman of Council of the Guild, at the Church of England High School, Upper Baker Street, N.W. (one minute from Baker Street Station, Metropolitan Railway), by kind invitation of Miss Strong. Members of other Sections who wish to attend should apply to the Hon. Sec., Miss Edwards, 25 York Street Chambers, N.W. Annual General Meeting to follow.

Friday, 24th, 8 p.m.—Section B. Social evening, on the invitation of the Misses Busk, at 1 Gordon Square, W.C. In the course of the evening there will be a discussion on "The Relative Values of External and Internal School Examinations." Opener: A. T. Pollard, M.A., Headmaster, City of London School.

Tuesday, 28th, 8 p.m.—Section F. Address on "Co-education," by H. B. Garrod, M.A., General Secretary of the Guild, followed by discussion, at the County School, Richmond (five minutes from Richmond Station), by kind invitation of A. E. Buckhurst, Esq. [Conjoint Meeting of Section F and the Richmond and Kew Branch of the P.N.E.U.]

SOUTH AUSTRALIA BRANCH.—NINTH ANNUAL REPORT.

The first meeting of the year was attended by a very large number of members and visitors. His Lordship the Bishop of Adelaide retained the interest of his audience for nearly an hour, while he told the story of the life and work of Bishop Lightfoot. The early training of Dr. Lightfoot was described, and mention made of the wonderful influence of his mother. After his brilliant University career he took orders, and while still a young man was appointed Hulsean Professor of Theology. He was afterwards selected for the important and arduous post of Bishop of Durham, where his ability was seen to be even greater as an organizer than as a student. Dr. Lightfoot knew ten languages well and four others fairly. Not only was he a strong man intellectually, but he had a wonderful sympathy, and his influence over young men was enormous. At this meeting a Committee was selected to complete arrangements connected with the library.

A reading circle in psychology was formed. On August 3 a discussion on "The Relation between Primary and Secondary Schools in South Australia" was introduced by Mr. W. S. Torr, M.A., B.C.L., LL.D. A few of the demands made by teachers in secondary schools on those engaged in the work of elementary education were referred to. Dr. Torr

acknowledged the excellence of the teaching in arithmetic and drawing, but desired more regular and scientific training in English grammar, history, and geography. Mr. M. M. Maughan, speaking on behalf of the primary schools, stated that the chief difficulty in the way of devoting more attention to literary subjects was that the curriculum was already far too comprehensive. A vigorous discussion followed, after which Prof. Mitchell summed up.

The Rev. E. J. Eitel, Ph.D., delivered a lecture at the annual meeting on "Education in China." The lecturer had spent thirty-five years in China, and for many years had been at the head of the Education Department in Hongkong. He was thus able to speak from personal observation. Dr. Eitel stated that the chief aim of Chinese teaching was the cultivation of the moral character. Originality was a vice, and the chief virtues were self-abasement, reverence to authority, and fidelity to conscience. Learning by heart, without the aid of the understanding, was the common method of instruction.

The annual report stated that the library was now in good working order, and that already many members had begun to make use of it. There had been eight meetings of the Psychology Reading Circle, with an average attendance of twelve.

The election of officers resulted as follows:—President: Prof. Bragg, M.A. Vice-Presidents: Mr. F. Chapple, B.A., B.Sc.; Sir Langdon Bonythar. Hon. Treasurer: Mr. M. M. Maughan. Hon. Secretary, Mr. D. H. Hollidge, M.A., Way College. Council: Miss George, Messrs. A. Scott, B.A., C. L. Whitham, C. B. Whillas, and F. Noyé.

LIBRARY.

The Hon. Librarian reports the following additions to the Library:—Presented by Messrs. Blackie & Son:—A New Sequel to Euclid, Parts II. and III., by W. J. Dilworth; The Newton Object-Lesson Handbook.

Presented by Messrs. J. M. Dent & Co.:—On the Teaching of English Reading, with a running Commentary on the Walter Crane Readers, by Nellie Dale; Steps to Reading (First Primer, Second Primer, Infant Reader), by Nellie Dale, with Pictures by Walter Crane.

Presented by Messrs. Macmillan & Co.:—Manual of English Grammar and Composition, by J. C. Nesfield, M.A.; Pliny's Letters, I.-XII., edited by C. J. Phillips; Cornelius Nepos, Vol. I., Greek Lives, edited by H. Wilkinson.

Presented by Messrs. Sampson Low, Marston, & Co.:—The Voice of the Spirit; Literary Passages from the Bible, rewritten, idea for idea, in modern style, by Howard Swan, Vols. I.-IV.

Presented by the University Correspondence College Press:—Text-Book of Botany, by M. Lowson; Demosthenes, Meidias, edited by C. A. M. Fennell.

Presented by Messrs. Whittaker & Co.:—Elementary Mathematics, by J. L. S. Hatton and G. Bool.

Purchased:—Special Reports on Educational Subjects, edited by M. E. Sadler, Vols. II. and III.

THE EDUCATIONAL OUTLOOK IN GERMANY.

By J. CECIL HAGUE, B.A.

I.—A PERIOD OF TRANSITION.

THE manifest inability of existing school methods to meet the demands made upon them by present-day educational needs is the one subject of absorbing interest just now in Germany. The time is admittedly one of transition. Every year new subjects force themselves upon us and demand a place on the curriculum of the school. But where is a place to be found? The old-time parable of the new wine and the old bottles is strikingly illustrated in the spectacle offered by the educational outlook at the present time.

To what, it may be asked, do we owe the existing state of things, and what is of still more importance, how can the conditions be remedied? M. Guyau* has put his finger upon what I take to be the true answer to the former question when he says: "It is only in modern times that the science [of education] has been formed; a crowd of subjects of knowledge have sprung up which are not as yet adapted to the human mind. This adaptation can only be brought about by a rational division and classification of the different subjects of study, and the mind is exposed to suffering and overpressure because this division

is not yet effected. It follows that the science of education must be harmonized with new conditions. Education must be organized—i.e., we must establish the subordination of studies and their hierarchy in the social unity."

II.—INTERESTING ATTEMPTS AT A SOLUTION.

It is this vital problem that now forms the one engrossing object of attention in Germany. How to bring the new conditions into harmony with the human mind; to secure the greatest breadth and freedom for the new learning without sacrificing or endangering the mental powers of the pupil by taxing them unduly. In one direction the problem has taken practical shape. An inquiry is being instituted with regard to the bad effects which are said to have arisen from the way in which the hours in German schools are arranged. As is well known, the old system of whole-day instruction which still obtains in England is replaced in Germany by one which brings all intellectual instruction within the limits of the five morning hours (eight to one), the afternoon being occupied with physical instruction and recreation. Attempts have been made to estimate the effect of this lengthy duration of the morning work upon the mental activity of the pupil, and especially to discover with what degree of fatigue, if any, it is attended.

The great difficulty to be overcome is to find an accurate method for measuring mental activity, and the amount of fatigue. What is wanted is a means by which intellectual or moral forces can be registered much in the same way as a cyclometer registers mechanically the number of revolutions of a wheel. The only way in which this can be, even roughly, done is by measuring the amount of mental work which an individual can perform within a certain time. This work must be simple and the same, of course, for each of the individuals tested. This problem now forms an interesting subject for inquiry in experimental psychology.

I can only roughly indicate here the kinds of method employed, and say a word about the history of the present attempt. At the end of this article I will append a short bibliography of the literature of the subject. The psychological inquiry into the measurement of faculty originated in 1890-1 with an attempt made by Dr. Burgerstein, the director of a school in Vienna, to estimate, if possible, the degree of fatigue which attended the hourly lesson (*Stunde*) in the school. The results are embodied in a paper "Die Arbeitskurve einer Schulstunde" read at an educational congress held in London in 1891. In this experiment the children throughout the school were set to add and to multiply long rows of figures by single digits, e.g.,

Add 6432187654
4751063219

Multiply 6432187654 × 2.

They worked for ten minutes at a time, with a five minutes break between. This was repeated three times, the whole occupying fifty-five minutes. I cannot enter here into the particulars of the very elaborate report which forms the chief part of the paper alluded to. The results of the experiment, however, and of similar ones made by Sikorsky, Höpfner, Richter, and others, were considered by many to point to very grave defects in the existing educational system, especially in regard to the duration of the teaching.

Professor Kraepelin, in his interesting paper "Über geistige Arbeit"* describes the results as "shocking" (*erschreckende*), and concludes that "the demands which the school makes on the mental activity of the child is more than ought to be permitted." In a very striking way he urges the need for an inquiry into the capacity of the pupil to perform the work required of him:—"The school imposes daily upon its pupils the demand to accomplish a definite amount of intellectual work, when we are by no means sure that the brain of the child is really in a position to fulfil the demand made upon it without its suffering lasting injury. We send the ship out on its course, in open sea, without a trial-trip, without even knowing whether it is seaworthy, and, if so, for how long it will so remain." Commenting on Dr. Burgerstein's experiment, he adds: "The scholar relapses into a state of narcotic fatigue (*Ernüdungs-narkose*), and becomes so exhausted mentally that even the powerful influence of habit is no longer able to check the falling-off in mental activity."†

* "Education and Heredity." "Contemporary Science Series." (Walter Scott.)

* Fischer, Jena, 1894.

† Kraepelin: "Über geistige Arbeit."

In forming a judgment as to the accuracy and value of these results, it is important to point out one grave error. The whole of Dr. Burgerstein's experiment, and, as a result, the generalizations drawn from it by Prof. Kraepelin, are alike vitiated by a fault which Prof. H. Ebbinghaus carefully points out in a later article on the subject.* Dr. Burgerstein's intention was to discover the degree of fatigue which attended an ordinary school lesson. This his results certainly do not show. What they do show is the fatigue following, not upon rational school work, but upon a monstrous caricature of a class lesson, which, from beginning to end, was characterized by dull monotony and absence of interest. It is as though one should wish to try the effect of opium and take arsenic. The fatigue, writes Dr. Ebbinghaus, was due chiefly to the dull uniformity of the work. Moreover, it is not absolute rest, but rather moderate stimulation, which is what our mental life requires. And this, after all, is what the school lesson, in the hands of an intelligent teacher, admirably affords. The weakness of the whole experiment lies in the fact that interest, which is a constant factor in most school work, is here left entirely out of account.

Still, exaggerated as the conclusions are, the points insisted on by Dr. Kraepelin in his highly stimulating little work are worth our closest attention. His condemnation of "cramming," his proposal to diminish the hours of actual school work by means of a division of the pupils according to their power of mental activity, his insistence upon the fact that it is not the duration, but the quality, of the school work which is all-important, these, and other points, are there convincingly demonstrated, and their practical application can only be attended with the very best results.

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3. Ebbinghaus, Dr. H.: "Über eine neue Methode zur Prüfung geistige Fähigkeiten und ihre Anwendung bei Schulkindern." *Zeitschrift für Psychologie*, Vol. XIII.
4. Friedrich, Joh.: "Untersuchungen über die Einflüsse der Arbeitsdauer und der Arbeitspause auf die geistige Leistungsfähigkeit der Schulkinder." *Zeitschrift für Psychologie*, Vol. XIII.
5. Höpfner: "Über die geistige Ermüdung von Schulkindern." *Zeitschrift für Psychologie*, Vol. VI., page 191.
6. Axel Key: "Schulhygienische Untersuchungen." Hamburg and Leipzig, 1889.

COLONIAL AND FOREIGN NOTES.

FRANCE.

THE Commission appointed last year by the Chamber to inquire into the condition of secondary education has issued a statement of the points upon which it desires information. As the document has an especial interest for English educationists at the present juncture, we print the headings in full:—I. Statistics: Variations in the number of pupils in public and private secondary schools since 1879; causes of these variations. II. Management of public schools: Methods of appointment of headmasters; importance of strengthening their authority; value of masters' meetings; desirability of granting to public schools a further measure of self-government. III. Education: Effect of the boarding-school system; methods of bringing the teaching staff into closer connexion with the work of education; position of *répétiteurs* and possibility of allying them more closely with the work both of instruction and education; physical education; liberty and responsibility; monitors. IV. Organization of education: Measures to be taken to ensure a better professional preparation for teachers; examinations for the degree of *agrégé*; importance of a probationary period. IV.A. Classical education: Its scope and duration; are the programmes too full? possible modifications; possibility of making Greek and other subjects optional; local differences in programmes; initiative of teach-

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The report of this Commission—when it comes—will possess unusual interest. Meanwhile, do not the lines of inquiry tell their tale? Secondary education in France is suffering, it is clear, from too much centralization, too little attention to the preparation of teachers, from the same multiplicity of examinations that was so violently inveighed against at the recent Teachers' Guild Congress, and from the same wasteful overlapping of primary, secondary, and technical education that already exists in England, and that we are peradventure to be saved from—among other evils—by the new Bill.

The following details of the recently established Secondary Teachers' Benevolent Society (*Société de Secours Mutuels*) may serve to stimulate those secondary teachers who are striving to establish something of the same sort in England. The object of the Society is twofold: to help at need members in case of sickness, and their families in case of death. The minimum annual subscription is 10 francs, which may be paid in two instalments. The income is further increased by subsidies from the State (the regulations of the Society from which we are quoting do not mention the amount) and by the donations of honorary members. The maximum grant in sickness is 4 francs 50 centimes per day, at death 3,000 francs, the actual amount being decided by the council according to the needs of the case and the state of the finances of the Society. Only legalized last summer, the Society before the end of the year numbered some two thousand members (men and women), and had already rendered useful service. There was also established about the same time a Friendly or Mutual Assurance Society, based upon ordinary business principles; whereas the Benevolent Society of which we are speaking is ungrudgingly supported by its members for the advantage of those only who fall on evil days.

The last Budget contains a proposal for increasing University salaries—from highest to lowest. It is pointed out that during the last twenty years repeated improvements have been effected in the material condition of primary and secondary teachers, but that nothing has been done for their colleagues of the Universities, who, to their great honour, have been content to devote their whole energies to the reorganization of University teaching without thought of personal recognition.

A few figures will suffice to indicate the nature of the reform. The maximum salary of a provincial professor of the first class is to be raised from 11,000 to 12,000 francs—the Paris minimum; the proportion of professors in the higher classes is to be increased; professors of Protestant theology are to have a special increase—maximum from 8,000 to 10,000 francs, minimum from 4,500 to 5,000 francs; professors in the higher schools of pharmacy are to take University rank; the chief librarian in Paris is to be raised from 6,000 to 10,000 francs, in the provinces from 4,500 to 6,000 francs. But the most striking change, perhaps, is seen in the Paris schools of medicine and pharmacy, where hitherto 105 *garçons de laboratoire* have been employed at salaries ranging from 1,800 to 150 francs! In future twenty-six, instead of seven, are to enjoy the maximum, and the rest of the 105 are to range from 1,700 to 1,500 francs. To spring at a bound from £6 a year to £60 would turn the head of anybody but a *garçon de laboratoire*, but doubtless the *Bulletin de l'Instruction Publique* withholds some of the facts.

Official instructions have just been issued for the preparation and organization of the primary education exhibit in the Exhibition of 1900. We are glad to see that a section of the exhibit is to be devoted to the history of primary education in France before 1870. This section will comprise: (1) history of pedagogics (books, newspaper articles, ministerial instructions, &c.); (2) history of legislation; (3) history of school buildings, &c. (engravings, photographs, plans, furniture, text-books, and, if possible, pupils' exercise-books); (4) pictorial history of primary education (portraits, pictures of child or school life, statuary, &c.). Instructions for the secondary exhibit have not yet been issued, but we hope it will show us as clearly as the primary promises to show us, how the teacher is manufactured.

M. Demolins, the author of the book on the superiority of the Anglo-Saxons that has lately created so much sensation in France, is organizing a model school in which to give practical effect to his educational

* *Vide Zeitschrift für Psychologie*, Vol. XIII., "Über eine neue Methode zur Prüfung geistiger Fähigkeiten und ihre Anwendung bei Schulkindern."

theories. As these theories are largely coloured by what M. Demoliens has seen in England, we shall watch the experiment with great interest.

Admirers of the "Vicar of Wakefield" will be hurt to learn that a writer in an educational journal demands, in the name of all parents and teachers, its final removal from the programme of the *brevet supérieur*—where it has figured from time immemorial—by reason of its immorality and the "insufficient Saxonism" of its language.

The University of Lille has established a "laboratory of the sciences of education." The reasons for this step are explained in the *Bulletin de l'Université*. Pedagogic questions, it is said, are too often treated as commonplaces, upon which all sorts of fanciful opinions are expressed without any regard for accurate observation or logical deduction. The true method, on the other hand, is to collect a large number of carefully recorded facts, and to conduct long and minute investigations into a great number of cases. The new laboratory, therefore, which will work in connexion with the laboratory of physiological psychology at the Sorbonne, will elaborate plans, draw up forms of inquiry, collect facts from teachers, parents, and other sources, and serve generally as a centre of reference for the district in all matters connected with the psychology of children.

GERMANY.

At the close of last year new regulations for the training and appointment of naval constructors and engineers were issued from the Imperial Admiralty Office. The chief innovation is the restriction of these appointments to such candidates as are naval officers of the Reserve. The following are the conditions which have to be fulfilled before obtaining this rank:—one year's service on a training ship, to which only those are admitted who possess the leaving certificate of a *Gymnasium*, *Realgymnasium*, or *Oberrealschule*, and are under twenty-one years of age; and, further, two shorter periods of additional training and the passing of the necessary examinations. The intention is to make the naval constructors and marine engineers more familiar with the life on board and its requirements. The whole course of training of these officers comprises a period of nine years, and is distributed as follows:—one year's apprenticeship in an Imperial dockyard, one year's "military service" (on board the training ship), two years' study at a German technical college (of which there are at present nine) and the passing of the preliminary examination, two years' further study at the Technical College at Berlin, this being the only one that at present has a section for naval construction. [All these colleges existed in some form before the creation of the Empire and the expansion of Germany, and are, all of them, located in inland towns. However, to foster the new-born maritime interests of Germany, a new technical college is being founded at Danzig, and no doubt this section for naval construction and engineering will be transferred thither from Berlin.] The second period of study is ended by passing Part I. of the examination in chief. There follow two years' practical work in the dockyards and the second part of the examination, and a further year must be added for "military exercises" and preparation for examination.

In view of the good results obtained at Wiesbaden and other towns, Berlin has determined to appoint a number of school doctors. A medical officer is to be appointed for each school, but no doctor is to have more than six schools under his charge, and this will necessitate a staff of about forty doctors. Their duties are: (1) Examination of all children on entrance as to their physical capacity to attend school. (2) Examination of the physical defects of such children as it is proposed to instruct in special classes. (3) Examination of absentees through alleged illness. (4) If desired, to give a verbal or written report (a) on suspected or observed cases of infectious disease, (b) on suspected or observed defects in the structure and arrangements of the school, injurious to the health of teachers and pupils. (5) To have a fixed consultation hour at the school once a fortnight, when the teachers can ask his advice. Any observations made in his official capacity may only be published with the consent of the School Authority. The doctor receives a remuneration of £25 for each school.

EGYPT.

¶ Mrs. Nathaniel Louis Cohen has forwarded to us the following notes made on a recent visit to Egypt:—

We visited some of the Government schools in Cairo, and saw, with great interest and satisfaction, the young Egyptian idea being taught to shoot—*straight*—under the healthy auspices of English school traditions.

It must not be imagined that Government schools here are specially destined for the poor—they are for all. Mohammedan society is in some respects very democratic, and there is at present no scruple in letting children of all classes mingle at school. Many pashas' sons and daughters are being educated at the Government schools side by side with the children of merchants, clerks, and mechanics. There is special provision for admitting poor children without payment, but the proportion of free pupils is very small.

The boys' schools are organized in two grades—Primary and Secondary. The Primary school is divided into four years. To qualify for the Secondary school, it is necessary to take the Primary school certificate. The Secondary school certificate qualifies for the training college for teachers, and the schools of law, medicine, agriculture, and the polytechnic school.

By the kind permission of Mr. A. V. Houghton, the Director, we went over the Khedivieh School, and saw how one of the innumerable discarded palaces had been converted into a school with well fitted laboratories, spacious class-rooms, good open yards for drilling and gymnastics, and a garden—a grateful adjunct in the perpetual sunshine of Egypt. There is no proper playground for sports, but the school has a football ground elsewhere. Football has "caught on" in Egypt, and is very popular at all the schools and colleges. We noticed an enthusiastic group of players and onlookers at the Agricultural College near Cairo. Mr. Houghton told us his boys had played the College and beaten it, and had challenged the 1st Cameron Highlanders, and made a tie—one goal each.

To fully appreciate the value of this as an educational triumph, one must be familiar with the Egyptian character, which, in spite of the immense amount of good stuff in it, has a certain want of backbone and a tendency to get flustered and frightened in emergencies.

In the second-year class of the primary school we found lads from eight to fourteen years old, who had been learning English ten weeks, reading fluently simple sentences in a one-syllable primer, and able not only to translate into Arabic but also to find English synonyms for the words, and to distinguish the parts of speech. A kind-looking, pains-taking young Egyptian teacher presided over the class. A general atmosphere of order, industry, and smartness prevailed here, and, indeed, throughout the school. No incentive is needed to make the pupils work. On the contrary, the difficulty is to prevent their working in play hours. Mr. Houghton catches them surreptitiously carrying off books from the class and preparation rooms against orders.

In the highest class (fourth year) we heard, as an English prose recitation, rather a tough eulogy of the pleasures of reading by Sir John Herschel. The boys seemed to understand every word, and the ideas, too. A chance question arose: Who was called the wisest fool in Christendom? The first answer, Charles II., was promptly corrected by another lad, and a third was able to quote Rochester's epitaph—incidents all tending to show brisk intelligence and an absence of dullness about the teaching, quite in accord with the style and tone of the young Englishman who was holding the class.

There are two sides to the Government schools, French and English. Pupils can join either, but do not begin to learn a European language till the second year. The English side is the most popular at present, especially in boys' schools. The current foreign language of the harems is French, and it will probably be the favourite language in the girls' schools as long as that condition continues.

We went into a class on the French side, and heard reading and queries and comments on the reading all in French. The pupils spoke French well and fluently, and evidently understood easily all that was said.

We saw the whole school drawn up in parade order, after recreation, under a native sergeant trained at Aldershot, and who had acquired the unlovely note of command of his instructors to perfection. They marched past us into school—the fez, which is worn by all school boys, as well as all officials, being the only uniform bit of costume. The types vary enormously, both by racial difference and by difference of conditions of life. The Cairenes have Arab, Soudanese, and Egyptian features, mingled and modified by intermarriage. One corpulent youth about seventeen, in a frock coat, was, we were told, the son of a pasha. An eight-year-old lad, with a little round head of closely cropped black hair, very bright eyes, and a copper complexion, had just been brought from his home to be a boarder at school by his father, a merchant of Mecca. What a revolution in thought and habit between one generation and another! The father, an inhabitant of the city held so sacred to Mohammed that no follower of any other faith is allowed to profane it by his presence; the son, a British schoolboy!

We also visited the Government Primary school for boys at Aswan.

The Headmaster was trained at the Homerton Training College for two years, and has the manner and bearing of one who knows how to command, and is sensible of the responsibility of power.

He showed us an admirably kept register of the names, ages, and circumstances of the pupils, and of their attendance and progress, and explained that he awards certificates of merit to the pupils in preference to prizes, which savour too much of *baksheesh*. He also makes a great point of cleanliness and neatness. His pupils certainly showed it. Our attention was first attracted to the school by noticing a stream of lads pouring out of the school gates in the afternoon, all wearing the fez and looking decidedly the cleanest and most orderly group in Aswan. We heard some of the lads recite and read English in a clear and intelligent manner. One boy recited Longfellow's "Psalm of Life." "Footprints in the sands of time" seemed to have an added meaning as one glanced out of

Continued on page 160.

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the schoolroom windows at the gleaming sandhill across the river, where two elaborate ancient rock tombs have been recently excavated, and there are indications that the whole hillside is one vast burial ground of immemorial antiquity.

There are two Government girls' schools in Cairo, modelled more or less on the lines of the boys' schools; but there is as yet no question of any grade other than the primary, though it is hoped ultimately to organize a higher grade and to train native girls to become teachers.

The Sanieh Girls' School is at present domiciled in a disused palace, but a new and more appropriate building is shortly going to be built for it. In the first-class room we found a group of girls drawing maps of Egypt. The names were neatly written in English characters. In another class we heard English reading in the one-syllable primer, and several children recited in turn verse by verse Christina Rossetti's "Sparrows." The English was fluent and well pronounced, and the pupils readily translated the primer phrases into Arabic. Miss Forbes, the Headmistress, is the only English teacher in the Sanieh School. Her assistants were Syrian, Italian, and French, and Sheiks from the Nazireh Normal College were teaching Arabic and the Koran.

To qualify for teaching in the Government schools the Sheiks have to pass an examination at the Training College for Native Teachers of Arabic. "This institution," says Sir Alfred Milner, "may become an important point of connexion between the traditional Mohammedan education and the Europeanized Government schools. The teachers of Arabic and of the subject taught in Arabic in the State schools are, for the most part, ex-students of El Azhar. Their mental standpoint is the medieval one which clings to that University. The object of the college in question is to imbue them to some extent with the elements and the spirit of modern knowledge, and to teach them the art of teaching. Time alone can show whether the movement of which this college is the outcome is destined to have a great development, whether the old educational foundation, which has so memorable a past and even at the present day enjoys so great a reputation throughout the Mohammedan world, will gradually undergo a change that will bring it into harmony with modern ideas, or whether it is destined to remain in the old ruts, a perpetual drag on the educational progress of Egypt."

These words were written some eight years ago. The subsequent introduction of Sheiks as teachers in girls' schools is a cheering indication that modern ideas are making headway.

We asked whether the girls showed special aptitude for handiwork. The answer was that they certainly did their fancy needlework with exceedingly light hands, and showed a high average of skill in embroidery. We saw some frame-work embroidery and some samples of embroidery with flat gold wire on net (the characteristic work of Assiut) extremely well done. Some of the kindergarten clay modelling showed a certain deftness of fingering and facility in observing and copying form. There seemed very little technical instruction besides the needlework and a few kindergarten occupations.

The girls did some marching and drill very correctly. They did not look quite so smart as the boys; partly because, the weather being cold, their heads are muffled up in heterogeneous wraps, instead of having a uniform covering, and partly because they are singularly ill-shod, which gives an impression of shuffling along, even when they are marching in good time and order.

The other girls' school is at Bulak, and has the advantage of proper school buildings. We were pleased to find the highest class in the playground, learning to play croquet with the Headmistress. There is a boarding house for fifty pupils attached to this school. The Headmistress, Miss Johnston, showed us the spacious and airy dormitories and bath-rooms. We noticed a large square of matting, which serves as a prayer mat, and, indeed, as a chapel, where daily devotions take place.

There is a very nice young Egyptian *hakima*—i.e., a woman who has passed through the school for training midwives—attached to this school, as assistant-matron. The Headmistress told us she is able to place great confidence in this girl, and finds her influence on the pupils in every way satisfactory.

The movement for educating girls under State auspices in Egypt is still in its infancy, but its progress bids fair to be steady, and its consequences cannot fail to be far-reaching. It is to be hoped that those who shape its development will remember that to make women dissatisfied with their lot would mean to prejudice fathers and husbands against allowing their womankind to be educated. Bearing in mind this danger, it seems desirable that the girls' curriculum should not be merely on literary lines. If women whom generations of habit and custom have rendered the reverse of intellectual become readers, they will probably become novel readers. The contrast between the position of women in the East and in the West would force itself on the mind of the novel-reading Mohammedan lady, and would probably make her discontented, without helping her to improve her status. But, if her education is specially adapted to fit her to take a more active and useful place in domestic life, by a course of training com-

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CANADA.

The subject now attracting the attention of those interested in educational progress is the professional training of the college graduates who wish to teach in our secondary schools. It is agreed, we think, that for elementary schools the teacher must have had a high-school education, and for secondary or high schools a college education. The normal schools in the different provinces have afforded the opportunity for professional training for those entering upon the work in elementary schools, and it is manifest that college graduates could not, in these schools, receive adequate training for their work in the high schools. The first experiment in providing for this much needed training was tried in the province of Ontario, where schools of methods were attached to the high schools in important centres, such as Ottawa, Hamilton, Guelph, and London, with a four months' term, instruction being given by the teachers in these schools, with a little outside assistance. This was not very successful, and there was a school of pedagogy established some seven years ago, which was really a school of theoretic method without any real practice. This certainly could not long be tolerated, and so within the last two years it has been raised to the dignity of a normal college, and, in a new building, with a large, well equipped high school in connexion with it, some real practical work is being done.

Unfortunately the ideas of such a school entirely separated from the University become narrow and confined, and the dread of this school keeps many college graduates from entering the teaching profession. Such a school exists—for merely the professional grind—so much psychology, so much theory of education, lectures on methods, &c., all with the definite vocational end in view. Now the best thinkers on education are beginning to look upon the study of education as a legitimate part of college education, that it should be discussed as an important function of society as well as of the individual, and hence of interest to all University students, whether they intend to become teachers or not. To those who look forward to teaching, the necessary professional training might be given while they are engaged in their college work, or within the following year, thus keeping the subject where it belongs, in the broad free thought of University life. Again, in the professional school there is but little attention paid to the study of educational movements, no search for the great underlying principles, and no positive effort made to actually better certain educational conditions. This is thought to be foreign to the ideal of the professional school, and furnishes another reason for the introduction of this study into the University. The province of Quebec is meditating such a step in the great Protestant University of McGill. New Brunswick is discussing the question, for in that province, as in Quebec, there is no distinct provision for the training of high-school teachers. In New Brunswick there will probably be a chair of education established in connexion with the Provincial University at Fredericton; but, as this is by no means the largest or most influential University, I think it would be wiser to have the maritime provinces of New Brunswick, Nova Scotia, and Prince Edward Island unite upon some University where the work could be centralized, and thus greater efficiency secured. Ontario takes the lead in these matters of education, and her action is now being looked for.

Another question which is being agitated is the advisability of having a Commissioner of Education at Ottawa, with a position similar to that of the Hon. W. T. Harris, the United States Commissioner at Washington. There certainly are many reasons that could be adduced for such a step. Education is a matter of provincial legislation, and entirely outside the jurisdiction of the Dominion Government. The only educational matters with which the Dominion Government is concerned are the maintenance and the supervision of the Indian schools of that portion of the West not yet under provincial control. There are, therefore, a certain lack of unity of purpose, a certain ignorance, and sometimes even contempt (often through ignorance) of the work done in other provinces. There is also the great ignorance of what is being done for education in other countries, the knowledge of which would prove of great assistance in solving our difficulties. With a Commissioner at the capital, free from all political entanglements and provincial animosities, with a range of interests as wide as his great constituency demands, there would be aroused a tremendous interest in education, there would be the bureau of information, which is so sadly lacking in our country, and, best of all, there would be a unifying effect upon the many and different provinces which compose the Great Dominion. As the Canadian papers say, "This is the growing time"; the young nation is beginning to feel her strength. She feels, in the words of Kipling, "Daughter am I in my mother's house, but mistress in my own," and she is undertaking the task of building up a great nation by insisting on a thorough education as the basis.

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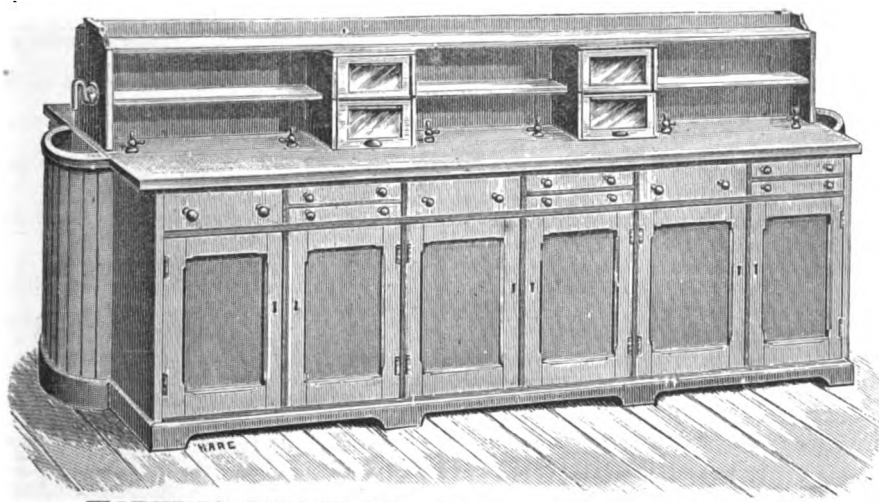
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For announcements see pp. 167, 169, and 187.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

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For Monthly Report and List of Meetings, &c., see pages 187, 221, and 222.

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(Under the management of a Committee appointed by the Teachers' Guild, College of Preceptors, Headmistresses' Association, Association of Assistant-Mistresses, and Private Schools' Association.)

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The Examinations of Teachers for the College Diplomas are held in the first week in January and the first week in July, in London and at the following provincial Local Centres:—viz., Birmingham, Bristol, Leeds, and Manchester.

The Diplomas are of three grades—Associate, Licentiate, and Fellow.

The Theory and Practice of Education is an obligatory subject for each grade.

Candidates are not required to pass in all subjects at one Examination.

Examination fee, One Guinea; the local fee at the Provincial Centres is 10s.

Candidates at the July Examination may also be examined *practically* for Special Certificates of *Ability to Teach*. The fee for the Practical Examination is One Guinea.

The following Prizes are awarded:—Theory and Practice of Education, £10; Classics (Greek and Latin), £5; Mathematics, £5; Physical Science, £5; A "Doreck Scholarship," of the value of £20, to the candidate who, having attended two Courses of the Lectures for Teachers delivered at the College during the preceding twelve months, and having passed the full examination for a College Diploma, stands first in the Examination in the Theory and Practice of Education.

The Regulations for the above Examinations may be obtained on application to the Secretary. The papers set at the Examinations held in 1897 are printed in the College Calendar, price 2s. 6d., free by post.

C. R. HODGSON, B.A., Secretary.

London University Examinations.

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UNIVERSITY CORRESPONDENCE COLLEGE
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Special Features of the Postal Classes are:—Only long papers are set—Hektographed notes supplied, in addition to correcting Student's answers—Large Lending Library.

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U.E.P.I. Candidates passed the Cambridge Higher Local during 1895-8 (four years), 48 with distinction.

During 1892-8 Successes were obtained by U.E.P.I. candidates in all the Arts Examinations of the London University, from the Matriculation to the M.A., some securing Honours. Ten candidates secured the M.D. or M.S. degree (London), one taking the Medal. The Exhibitors in the Inter. LL.B., 1896, and the Gold Medallists in the LL.D., 1897 and 1898, were prepared privately by our Law Tutor. Two of the three successful candidates in the Teachers' Diploma Examination (London Univ.), 1897, were prepared by this Institution. Medal secured in the Cambridge Senior. Several Scholarships obtained at different Colleges. Of the candidates who worked through the ordinary course in any group, there were at the Cambridge Higher Local Examination last December no failures, and last June only two failures.

Except for two A.C.P. candidates, there have been no failures during the last five years among candidates who have taken our ordinary course at any Teachers' Diploma Examination.

ORAL REVISION CLASSES

for the

CAMBRIDGE HIGHER LOCAL

(Groups A and H) will begin after Easter.

VACATION CLASSES will be formed in Group E if a few students apply.

For Prospectus, names of Tutors, Books written by them, and all particulars, apply to the MANAGER.

(See also Advertisement on page 170.)

EDUCATIONAL AGENCY (Established 1833).

HEADMISTRESSES AND PRINCIPALS of Public and Private Schools, in Great Britain and Ireland, the Colonies, and on the Continent, &c., who are desirous of engaging Graduates, Undergraduates, Trained and Certificated High School Teachers, Foreign, Music, Kindergarten, or other Senior or Junior Teachers, can have suitable Ladies introduced to them (free of any charge) by stating their requirements to Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents, 34 Bedford Street, Strand, London. List with particulars of Easter (1899) vacancies in Schools forwarded to English and Foreign Senior and Junior Assistant-Mistresses on application. Liberal salaries. Schools transferred. No commission charged to purchasers. Pupils introduced to Schools.

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Greek	W. Rhys Roberts, M.A., late Fellow of King's College, Cambridge.
Latin	E. V. Arnold, M.A., Litt.D., late Fellow of Trinity College, Cambridge.
French & German	Frederic Spencer, M.A. (Camb.), Phil. Doc. (Leipzig).
History	The Principal.
English Language and Literature	W. Lewis Jones, M.A., late Scholar of Queens' College, Cambridge.
Philosophy	James Gibson, M.A., Fellow of St. John's College, Cambridge.
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Zoology	Philip J. White, M.B. (Edin.), F.R.S.E.
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Inclusive Tuition Fee, £11. 1s. a year. Laboratory Fees additional on the scale of £1. 1s. per term for six hours a week.

The College Courses qualify for the degrees of the University of Wales, and include most of the Subjects for Degrees of London University in Arts and Science. Students wishing to graduate in Medicine in the Universities of Edinburgh and Glasgow can make one Annus Medicus at this College. Special provision is made for Electrical Engineering. There is a Day Training Department for men and women and a Department for the Training of Secondary Teachers.

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For further particulars apply to
J. E. LLOYD, M.A.,
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**THE CAMBRIDGE TRAINING
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Degree of London University. Further particulars
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LONDON MATRICULATION, JANUARY, 1899.



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SUCCESSSES.

LONDON MATRIC., 1892-98: 58.
 INTER. ARTS AND SCIENCE AND

PREL. SCI., 1892-1898: 85, 5 IN HONOURS. FIRST M.B., 1. B.A.,

1891-98: 24, 5 HONOURS. B.Sc., 3. B.A., 1897: 5, 1 IN HONOURS.

SCIENCE SCHOLARSHIPS: Guy's, 1892, Westminster, 1894 and 1896.

OXFORD & CAMBRIDGE ENTRANCE: 18. OXFORD CLASSICAL SCHOLARSHIP: 1.

INDIAN CIVIL: 1. ROYAL UNIVERSITY: 30. MEDICAL PRELIMINARY: 75.

DORECK SCHOLARSHIP, 1895 and 1896. LEGAL PRELIMINARY, FIRST JOINT EXAMINATION: 25.

HONOURS MATRIC., JUNE: 1. M.A. CLASSICS, 1898: 1. B.A. and B.Sc., 1898: 11. MATRIC.: 5.

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OCCASIONAL NOTES.

THERE is a singular unanimity in the resolutions on the Board of Education Bill that have been passed by the various bodies of teachers who have met to discuss it. The Cambridge authorities, who assembled last month at the Lodge of Trinity College, said ditto to the Headmasters' Conference and the Headmasters' Association. The Government can hardly help adopting the two amendments proposed by Prof. Jebb, first, that the Consultative Committee in Clause 3 shall be permanent, if not statutory, and that it shall contain representatives of the Universities and of the teaching profession; second, that inspection and examination by the Universities shall be recognized as an alternative in Clause 2 (4). The first is our only guarantee against the "rigid or bureaucratic system" which the Duke, no less than Dr. Jebb, repudiates. The second will relieve the Board of the "burden of an honour unto which it was not born," and to which it can only with time adapt itself.

FOR the Bill thus amended Dr. Jebb expressed his unqualified admiration. In particular he approved its limited scope. Our first need was a strong Central Authority to take stock of schools, to compose local differences, and to see how Local Authorities can best be harmonized and co-ordinated. It was left to Mr. James Bryce, at the sag-end of the meeting, to pronounce the Bill "a slender and meagre measure as regards the Central Authority, a very imperfect and inadequate instalment, an evasion of the most important question." From the cheers that greeted Mr. Bryce's strictures, we gather that the meeting held with him rather than with Dr. Jebb. As we have more than once pointed out, we have already an official census of secondary schools, and we know in the rough what is our supply. Every year's delay makes the problem not easier, but more complex. It is all very well for Dr. Jebb, following the Duke's lead, to make light of Clause 7—a mere temporary

make-shift—but there is a danger that it will prove the wizard's besom in 'prentice hands.

THE DUKE OF DEVONSHIRE, in reply to a question, stated his intention of introducing a certain Bill on Education, which, "so far as he was aware, would not go beyond the scope of the Bill which he introduced last year." He disclaimed any notion of a sweeping measure of reform; but at the same time hinted that it was not yet fully drafted, as it was only recently that he had received suggestions from some most important bodies connected with education. As far as we can gather, the present position is this. The Government set up their rest on the Administrative Board of last year, but the Duke is inclined to give heed to the all but unanimous wishes of teachers, and extend the scope of the Bill. Whether the Duke will be determined enough, or strong enough, to carry his views in the Cabinet we have yet to see. That the Queen's Speech names only "a measure for the establishment of a Board for the Administration of Primary, Secondary, and Technical Education in England and Wales," and says nothing of the Registration Bill, is a sinister omen.

WE noted, a month or two ago, the changed tone of the Headmasters' Conference. The voices of Mr. Thring and of Mr. Dunn are no more heard in the land; there is no talk of the dead hand of the State; the Government Bill is passed with acclamation; registration of teachers is welcomed; even the training of teachers is approved in theory; and it is left to Mr. Laffan to wave a banner with the strange device: "Elasticity, flexibility, and adaptability." The Conference has marched with the times, and the resolutions passed at Shrewsbury, when compared with the proceedings of the first meeting at Uppingham, seem almost revolutionary; and yet, in spite of this advance of opinion, we can detect in most of the speakers much of the old aristocratic leaven. Beneath us, they seem to say, is a chaos rude and void—schools ill-staffed, ill-taught, ill-fed. For their sakes, let us accept State control, and even State examination and inspection. We need no physician, but there are many sick folk. These high and mighty masters need a slave in the car to whisper that they, too, are mortal—that even at our great public schools neither the cooking nor the teaching is always immaculate. Prof. Clifford Allbutt furnishes such an apposite reminder. None who know him will venture to question either his authority or his judgment. He thus reports on the men our public schools send up to Cambridge:—

Every year I see the work of some hundred or so young men, many of them from public schools, and not a few from the Charterhouse. These men not only come under examination, but read essays to me on graduation—essays into which some Latin is apt to enter and some long words also which claim, at least, a Greek parentage. I find the men, almost without exception, unable to write six consecutive words of Latin without false concord or other grave solecism. Their Greek is about as good as their Sanscrit. The few citations from the French or German upon which the candidate may have ventured indicate a debility in those tongues which, for sheer pity, I forbore to probe. Nor in his calculation of mean or proportionate numbers in his statistics did I detect any sign of mastery in mathematics.

PRINCIPAL HOPKINSON, in the *Law Magazine*, complains that the training of the lawyer is more neglected than that of any other professional man in England. Obviously he does not reckon teaching as a profession. This by the way. The remedy he proposes is a Central School of Law in London, to be organized and directed by a Board of Studies composed of representatives of the Bench, the Bar, and the Inns of Court, "and, perhaps, two of the teaching staff should be added." That

some such reform is much needed we have no doubt; but why this law school should not form a branch of the reconstituted University of London we fail to see. The destiny and policy of the teaching University, Principal Hopkinson says, are too uncertain. At any rate, it would be as well to wait a week or two till the University Bill is tabled before launching an independent scheme.

THE quarrel between the County Council and the School Board of London, which is not yet voided, affords a striking object lesson, and the semi-judicial inquiry at South Kensington, presided over by Sir John Donnelly, proves that nothing but legislation can unravel the tangled skein. The Technical Committee of the L.C.C. send in their claim to be the recognized Authority for Secondary Education under the Science and Art Department, and the claim appears to be irresistible. The School Board oppose this application, and there is no denying that they make out for themselves a very strong case. They rely on the Derby case, where it was ruled that the administrative authority must be "generally acceptable to the various educational authorities of the district, including the School Board." They show how large a portion of the secondary education of London is given under the School Board, and contend that to assign to the Board three out of thirty-five members is a wholly illusory representation. "By what authority," asks Sir John, "do ye these things?" "What business is that of yours?" replies Mr. Stanley. "The Science and Art Department has no more to do with the matter than the Admiralty." It is, doubtless, a very pretty quarrel, but only Olympians like Sir John Gorst can look on calmly from the boxes and promise a crown to the victor.

THE English Language paper in the London Matriculation Examination has always been one of the least satisfactory, not from any fault of the examiners, but because the subject unavoidably lends itself to cramming, and we fear that the addition of literature will not tend to improve matters. With the five literary questions set this year we have no fault to find. The plot of a play of Shakspeare, or of a Waverley novel; to write out twelve lines of English poetry and state the metre; the life and work of Chaucer, Spenser, Milton, Gray, Wordsworth, or of any Victorian poet or prose writer; to give the characteristics of a well written piece of composition—all this is simple and straightforward, and a pupil who could not answer two out of these five questions (all he is required to do) deserved to be plucked. But how will it be the second, the third, the tenth year? The crammers will have then cut-and-dried answers to the score of questions that can be asked, while the boldest of examiners will not dare to ask a question that could not be answered out of Brooke's "Primer." Periods, or set books, or *viva voce* seems to us the only possible solution.

THE other section of the paper, on language and grammar, we cannot commend. Most of the questions can be answered straight off by the student who has coached up his Low's "English Language," or one of the regular Matriculation manuals, but would certainly gravel a Macaulay or a Matthew Arnold. "Five noun forms that, though originally plural, are now used as singulars"; "ten adjectives used as nouns"—these are typically bad questions, encouraging the getting by rote lists of exceptions. To ask about "news," "alms," "eaves," &c., is a different matter. One of the questions of this type—"Give five instances of prepositions used verbally"—is a riddle that no boy can be expected to solve. The learned

editor of the "Matriculation Directory" suggests "She was laughed at," but he must be laughing in his sleeve at the examiners. We give it up. The paper has, moreover, two misprints.

ONE pregnant remark made by the Lord Chief Justice at Kingston has not received the attention which it deserves. Dealing with the causes of the educational progress of the last decade, he said: "To what do we owe all this? We owe it, in the first instance, to the Local Government Act of 1888, followed by the Local Government Act of 1894, by which for the first time government was given to the people in their own localities in the large unit of the county, in the smaller unit of the district, and in the still smaller unit of the parish, in the matters which affect those places respectively." After giving instances of educational improvement due to municipal action, he went on to say: "This shows that, if the Legislature trust the people to manage their own affairs within their localities within the limits of what is proper as local interests, they may be trusted to manage those interests safely and usefully and well." And again: "Under the Acts of 1888 and 1894 you are working on a platform on which men of all creeds, of all classes, and of all differences of political opinion can co-operate, and co-operate cordially." We doubt if the case for the "Local Authority" has ever been better put, and we are sure that even in professional circles, not to say among the general public, it is scarcely yet recognized how local self-government has changed the whole face of the country, and introduced a dominant factor into educational politics. Lord Russell, if he had elaborated the argument, might have shown how this hierarchy of councils and councillors is linked up and connected together. The leading man in the Parish Council becomes the District Councillor, the principal District Councillors form the County Council, and from the latter body the Parliamentary candidate is almost invariably drawn. Not only so, but appeals from the lower to the higher Councils lie, and are frequent, in most matters of controversy, and, finally, through the Local Government Board and its "provisional orders," come under the cognizance of the Houses of Parliament. Surely it is a parallel to all this, and one that actually exists in Switzerland in its various grades of schools and of School Councils affecting the larger or smaller areas, which every statesman wishes to introduce into English educational administration. And it is coming—and very soon, too—rage the School Boards never so wildly.

WE have received a copy of a most extraordinary document, entitled: "An Association of the Managers and Governors of Schools for the Working Classes in the United Kingdom." It is published by the printers to the Government, and has all the appearance of an official document. We name it extraordinary on account of its style. It is a curious compound of legal phraseology and departmental statistics, enlivened by bits of descriptive writing, Latin mottoes, and quotations from Tennyson and Adam Lindsay Gordon. Presumably it is composed by its signatory, Colonel Luard, County Councillor of Kent. The object is to form an Association of the Governors of all primary schools, not neglecting eventually the secondary schools. Each school is to have its secretary; each group of secretaries (distributed according to the lines of the Local Government Acts) is to appoint its representative to a higher group, and so on, until there will be formed a Central Representative Board, controlling the 30,000 schools in the United Kingdom. There are to be 100,000 members, each paying five shillings. The Executive Committee are to

have £5 per fortnightly meeting; the Chairman an additional £900 a year. The scheme is worked out down to its smallest detail. In addition there is to be a press organ, entitled the *Imperialist*. The circulation is to be enormous, at least 700,000, we take it, if the "intelligent and inquisitive public" become subscribers. Immense profits are to accrue, and the prospective salaries to be paid to a whole host of officials will, no doubt, prove tempting. We see no reason why the managers of schools should not have their Association, but this particular Association prospectus has an unpleasant smack of Hooleyism.

THE negotiations, or rather the *pourparlers*, between the Government and the University of London are proceeding smoothly. At their last meeting the Senate appointed a Committee of three (Lord Kimberley, Sir Henry Roscoe, and Sir Joshua Fitch) to confer with the Treasury on the conditions attaching to their offer to provide accommodation for the reconstituted University in the buildings of the Imperial Institute. It is suggested that the Institute shall reserve for themselves the left wing, and hand over to the University the rest of the building, which will amply suffice, at least for all the present needs of the University. Certain legal difficulties have still to be surmounted, but these are not likely to prove an insuperable obstacle. The Committee is purely consultative, without any powers to negotiate, and the final decision will rest with the Senate. We still hold strongly that to entrust a moribund body with the determination of the site their successors shall occupy shows unseemly haste, and that South Kensington is not an ideal locality for a London University. All would agree that such a site as Christ's Hospital would be in every way preferable, but this would mean a grant of something like half a million, and a Government that has to dole out its millions to voluntary schools and landlords and tobaccoists cannot afford more than £10,000 for a London University.

WE have received the Annual Report of the Council of the Incorporated Association of Headmasters—a substantial document of 160 pages—recording the multifarious activities of the Association during the past year. The principal topics we have already noticed in our account of the January Conference, but we would call the attention of science masters to the excellent syllabuses for Advanced Chemistry, Advanced Physics, and Geography, drawn up by the Science Committee. There is one obscurity in the Report that needs clearing up. On page 9 it is stated that the Joint Committee "has authorized the forwarding to the proper authorities of a Memorandum on Registration." On page 79 we read that the Memorandum "has not yet been forwarded to the Government owing to an objection raised" in the sub-committee to which it was referred. We sincerely hope that the latter of these contradictory statements is correct, for the main proposal of the Memorandum, that the administration of registration, after the rules have been drawn up by the Consultative Committee, should be left to the Board of Education, seems to us most objectionable. But, if this be so, we should like to know by whose authority a document, *pendente lite*, has been made public. We had always understood that the Joint Committee sat with closed doors.

AT first reading it appears almost humorous; and yet we may thank the *Times* for calling attention to the fact that Socrates approved the teaching of domestic economy. There are many who argue that the subjects included under this heading can only be learned in actual housework, who might be converted were they to read Xenophon's "Eco-

nomicus," in which "the Master's" views on the training of young wives are given at length. The *Times* goes so far as to suggest the inclusion of passages from this work in the elementary "Reader." It is true that the Code allows and outlines excellent lessons on such points as food and its treatment, clothing and washing, personal and domestic cleanliness, warming and ventilating, the treatment of common ailments, and the management of sick-rooms. But in practice this part of the Code is a dead letter. It is a thousand pities it should be so. We know of only one school where a practical one year's course of this kind is given to girls who have left the elementary schools. It is not to urge the lower grounds of utility to say that the intelligence of children should be directed towards the solution of the problems that will face them in practical life.

THE Report of the sub-committee of the London Technical Education Board which was appointed to consider the provision of commercial education in London has just been presented. It is a most useful document and gives, in a handy form, the opinions of business men and "experts," the complaints of consuls, and the position of affairs as regards the provision of education both abroad and in London. As to the body of the Report and its recommendations, they are very largely an extension of the "Summary of Conclusions" issued by the Conference Committee of the London Chamber of Commerce, though, of course, the peculiarities of London allow of a filling in of detail impossible in the case of a document intended also for the provincial centres. Sir P. Magnus, Mr. Easterbrook, Mr. Debenham, and Dr. Garnett being members of both Committees naturally helped to produce this harmony of recommendations. In both cases the keynote is "commercial education is not an organic whole"; on the contrary, it must be split up into grades and sections to fit the students for the "life which has to be lived." Inferentially in both cases there is a condemnation of the "omnibus" schools started by the School Board, which purport to feed the office boy, the clerk, the merchant, and the director on a common gratuitous pabulum of shorthand, bookkeeping, French, and business methods. The evening classes of various grades are put into a subsidiary position, and for the day work it is insisted that the fourteen (higher primary) age school, the sixteen age school, and the eighteen age school, should each have a more or less specialized department with a commercial tone. Naturally the first-grade schools are to have the top of the commercial side, leading up, not to the "ancient" Universities, but to an advanced course of study or the commercial faculty of the new London University. Scholarships, of course, of all kinds are to be provided, taking the various grades, as it is recognized that in commerce, above all other pursuits, men must have opportunities of passing to higher things. Commercial examinations are to be co-ordinated, and, as far as possible, amalgamated for a leaving certificate, which should be recognized by commercial men. On paper this is an excellent programme, and possibly can be carried out in detail in London, with its variety of schools of all grades and types. We have our doubts as to the first-grade work, in respect of which headmasters, already burdened with a classical, a modern, a civil, and a military side, will require to be highly bribed in the way of subsidy for increased staff before they lightly take up this new development. What is likely to act better is frankly to recognize the Continental system, and put all the specialized work out to "tertiary" institutes of more or less University rank. The London Report, possibly out of deference to the School of Economics, says nothing on this important point,

which figures largely in the Report of the Chamber of Commerce.

ELSEWHERE we print the official notification constituting the London County Council the Authority under Clause 7 for its area. Thus ends what has been well described as the match between the elevens of the County Council and the School Board, in which the latter team lost through bowling "wides" at the umpire's head. The London and other School Boards have only themselves to thank for having converted a piece of purely administrative machinery into a political battle-cry. What they have been doing all along is attacking the Government, with the natural result. But the return match is now beginning, and it is no longer the County Councils they have to face, but the united teams of the Education Department, the Science and Art Department, and the Local Government Board. The letter to the School Board upon the gross case of overlapping at Deptford, Mr. Bousfield's question in the House of Commons, and Sir John Gorst's reply are simply part of a concerted plan. It is no use the School Board replying that the Science and Art Department have no power to call in question the mode of expenditure of their rates. The Department never said they had the power; but what they can do, and no doubt will do, is what they have done under the Technical Instruction Acts, namely, advise the Local Government Board to instruct its auditor to surcharge the illegal payments. This is frequently done in the case of municipal bodies, and there is no reason why School Boards should be any longer allowed to "cook" their accounts so as to show under the heading of elementary expenditure items really spent upon secondary education. A vigilance committee of London ratepayers is in course of formation, with a view to assist the auditor in this work of investigation.

THE publication of the first volume of "Answers to Questions," by the Irish Intermediate Education Commissioners, is not unconnected with the approaching Bill for the further provision of Technical Education in Ireland. Among the very large number of witnesses, representing managers and teachers of existing schools, bishops, professors, Commissioners, members of Parliament, and mayors, there are very few, indeed, who agree with the system to any extent, and a considerable majority condemn it altogether. Mr. Arnold Graves, on behalf of the Irish Technical Education Association, considers that it has "hindered the industrial development of the country," while "young men with a fair classical and literary education are a drug in the market." The "extravagant prizes," the "bookish teaching" of science without laboratories, and the "result fees" are referred to in scathing terms. The only two witnesses from England, Capt. Abney and Mr. Macan, take up the same line. The former considers the "result fees" "most pernicious" and "most disastrous"; resulting in the production of "educational prodigies." The latter says the system is "without parallel in any civilized country," and "places a premium on bookish education with unsuitable surroundings." No doubt the Government are convinced that the whole thing must go, and that the Irish County Councils, either separately or jointly, must form Boards prepared to pay lump sums on the general efficiency of the schools as tested by inspection. A good Central Authority, made up of the Intermediate Commissioners, the Irish Branch of the Science and Art Department, and representatives of the Universities, will no doubt be formed to supervise this work and approve the county schemes. In other words, "Intermediate" in the Welsh sense will take the place of the same term in

the Irish sense. No doubt Mr. Thornton and the private schools will be annoyed at this; but the production of Chinese *litterati*, at the public expense and for the sole profit of the headmasters, will be stopped. The reorganization will be peculiarly simple in Ireland, as there is in that country no dual elementary system to introduce complications, while, of course, the higher-grade Board school is unknown. The vapourings of the *Schoolmaster* that the "teachers" will oppose the constitution of County Council Technical Education Authorities under the Bill are singularly inept, for all this has been provided for by the Local Government Act of last Session, which gave to the Irish Councils those powers in even a fuller sense than they exist in England.

WE need hardly say that we are in full sympathy with the Duke of Devonshire's appeal in aid of Cambridge University. For years the income from endowment has been growing less, while, at the same time, the cost of equipment is growing daily greater. The demand for libraries, laboratories, well provided class-rooms of all sorts, is growing more stringent. These are not the times when the professor needed but a large hall and an audience. The externals of education nowadays are costly. It is stated that the income of colleges and University together work out at over £100 per student. This seems a large sum. But, if it is correct, and it is extremely difficult to get at trustworthy figures, it only shows how great is the expense of University education, and is not a reason, as is advanced in some quarters, for neglecting to give further aid to Cambridge. £200,000 down, and, in addition, a permanent income of £10,000 a year, is, in the Duke's opinion, needed. Where are our English millionaires? It is unfortunate that we cannot import one or two from America. For there it seems to be considered a privilege to be able to make princely donations to University work.

"WE misuse the word 'superficial'; we make a sad misuse of it. Superficiality does not depend upon the amount of knowledge acquired; it is a quality of the learner rather than of the thing learnt." So said Mr. Balfour in his speech on technical education, when he opened an additional large hall at the Battersea Polytechnic. The utterance is a useful corrective to abuse we often hear of such polytechnic institutions, on the ground that students get only a smattering of knowledge. No one is more opposed than ourselves to the idea of teaching a smattering of a subject. The point that Mr. Balfour so clearly brought out is that a small amount of knowledge is not necessarily a smattering. The polytechnic student may come away from his twelve hours' course with very little acquired knowledge; but there is no reason why, if the teaching is good, he should not have gained a little bit of really sound training of his mind and judgment. "You may know very little, and not be superficial; you may know a great deal, and be thoroughly superficial." True, it is no good manuring the Sahara; but a little knowledge, if it be really knowledge, is no more a dangerous thing than is a surface dressing of manure.

MR. HEWINS is to be congratulated on the success of the annual dinner of the students of the London School of Economics and Political Science. Many well known men were present, men of influence in London administrative affairs. One after another they rose—Lord Reay, Mr. MacKinnon Wood, Mr. Bryce, Mr. Leonard Courtney, Mr. Sidney Webb, Sir Frederick Pollock—to urge the claims of this school to be included in the scheme

for a teaching University in London. Viewed as a demonstration to this end, the dinner was a success. The University Commissioners would scarcely be able, even if they wished, to ignore the very real work that has been done by Mr. Hewins and his staff. And this work must not be confused, as is often done, with the work of the great commercial schools at Leipzig and Antwerp. It is on a distinctly higher plane; and is, indeed, post-graduate research work. It is the first attempt that has been made to provide facilities for the study of the economic principles that govern the development of, say, a great railway system or of a Government Department.

WE learn, with considerable satisfaction, from a communicated article to the *Times*, that the controversy between the Charity Commissioners and the Governors of St. Paul's School has at last come to an end. This controversy has lasted for many years, and Mr. Walker has been right in opposing schemes which would have crippled the school. It is now agreed that the school shall receive two-thirds of the income from the Colet estate, but never less than £14,000. It may come as a surprise to the public that a large school charging a high fee cannot be self-supporting. But it is true. A good article is not to be bought cheap. The education at St. Paul's is admittedly good, and £25 a year will not cover its cost. Two other clauses in the new scheme are identical with two points that Mr. Macan urged in our columns last month. One is that, as St. Paul's is a non-local school, the London County Council have no *locus standi* for interference. Accordingly their claim to appoint governors is disallowed. The other is that in boarding-houses it is impossible to allow a conscience clause. The new scheme will not contain such a clause.

LORD RUSSELL OF KILLOWEN made a strong defence of the Technical Instruction Acts on the occasion of his opening a new technical institute at Kingston. His remarks on commercial honesty must have stung many of his audience and of the wider audience of newspaper readers. But the papers overlooked his plea for the necessity of more technical education, by which he meant a training which would take the place of the sound apprenticeship of past days. He spoke with conviction, and said he was glad of an opportunity of uttering feelings he had long possessed. The Technical Instruction Acts, he said, had already been justified by results; but there was still great need of sound teaching of the sciences and arts underlying craftsmanship. Incidentally he drew a comparison between the secondary schools of Surrey in 1891, before the Acts came into practice, and in 1898, after seven years of County Council administration. He showed what very large strides had been made not only in secondary schools, but also in technical institutes. Perhaps he went too far in advocating less literary instruction. He hardly seemed to realize how far the pendulum has swung in the last five years. In this class of school literary training, far from monopolizing the time-table, has now often to fight for bare existence and recognition.

AT the luncheon which followed, Sir John Donnelly made a somewhat pathetic reply to Mr. Macan's warm eulogium on the action of the South Kensington authorities. He described himself as the decrepit general who, in Canon Lyttelton's words, is soon to be bowed off the stage of action. South Kensington was, we freely grant, established on unsound lines. It has been hampered, in recent years, with unwise traditions; but no one who knows the inner working of the Department since it was reorganized by Mr.

Acland can deny that its support has been beneficial to a large number of schools. Mr. Lyttelton must have been thinking of bygone days when he hoped that the Government would be able under the new Bill to appoint as inspectors men of sense and culture. Sir John made a decided hit in applying the Canon's words to Dr. Dufton, who was present, and who is well known for his strong and sympathetic help in school work. But is Dr. Dufton a fair sample of the Science and Art Inspector?

TECHNICAL EDUCATION.

THE influential University Conference at Cambridge on the Board of Education Bill contented itself with resolutions studiously dignified and complacent. The Bill was welcomed, practically as it stands, with an expression of opinion that the Consultative Committee should be permanent. It was further proposed that a system of inspection and examination conducted by a University, and approved by the Board, should be accepted as adequate. Almost alone among headmasters, Mr. Swallow appears to take the far-sighted and constitutional view on the question of Local Authorities. He emphasized the importance of University representation on the governing bodies of schools and urged University men to seek election on County Councils. "He was but a lukewarm supporter of the co-optation of experts by Education Committees. As regarded his own experience in dealing with a County Council, he always took care, if he possibly could, to state his case in the absence of the experts." An alluring picture of a persuasive headmaster beguiling the innocence of the County Councillor. But Mr. Swallow doubtless can give a better reason for his attitude.

At the meeting of the National Education Association, Lord Fitzmaurice, while recognizing County Councils as useful administrative agencies for certain educational purposes, did not extend that recognition to the smaller statutory Local Authorities. Instead of doing so, he and his colleagues desire the establishment of School Boards throughout the country in existing areas for local self-government. The Association wanted to see, he said, the educational institutions strongly based upon the free accord and support of the people of the country; that educational activity and life should not be frittered away among a great number of denominational bodies who duplicated their working, in many cases, and nearly all of whom thought much more of the interests of the denomination than the great work of education which they claimed to take out of the hands of the State. But why, when we have Urban and Rural District Councils, create School Boards?

YET another proposed solution of our administrative perplexities. The lengthy communication which has been issued by Mr. C. E. Luard to the correspondent of every school, the clerk of every Borough and District Council, to the secretary of every county Technical Education Committee, and to each member of Parliament, merits some consideration. The scheme has been thoughtfully elaborated, and its aim is excellent. This can be admitted, without endorsing all its proposals. This is an age of associations, and there appears to be no reason why an Association of the Managers and Governors of Schools for the Working Classes in the United Kingdom should not be formed. The voice of the teacher is heard on all sides, and frequently; the school manager, if we except the occasional meetings of the Association of School Boards, very seldom.

As regards elementary education, therefore, a national organization of school managers, co-operating to promote efficiency, irrespective of rate-aid or special aid, of conventicle or steeple, might be advantageous. But Mr. Luard confuses the functions appropriate to a voluntary association with those of a representative Local Authority. His scheme is, briefly, to establish district committees composed of one representative from each school in the district (urban or rural) area; for the district committees to appoint representatives to a county committee, and for the county committee, in turn, to nominate a delegate to a central council. This machinery would exist, to begin with at any rate, for deliberative purposes. It would, doubtless, come to exercise a beneficial influence upon neglected schools; it would form an influential medium of communication between managers of schools and the Government.

BUT the organization, it is suggested, might exercise higher functions. The committee of each county, or county borough, of this association, it is said, being fully representative of, or capable of being fully represented by, all the schools within its area, would be the most

competent body to consider where the secondary education schools for the working classes should be situated, how many there should be, and so on, and might consequently in due course be officially recognized as the Local Authority for Secondary Education. Again, it is pointed out, "the executive committee to be appointed by the central council might be deemed a very appropriate body for any Government to consult, feeling that no surer pulse could be felt on any matter connected with the education of the working classes. It might, indeed, be suitable as the Consultative Committee referred to in Clause III. of the Board of Education Bill."

THIS proposal, to solve the difficulties of secondary education from below, is hardly likely to secure effective support, nor will a county committee, consisting chiefly of managers of primary schools, be regarded as the most competent body to supplant a statutory representative authority.

A MANIFESTO, issued by the Northern Counties Education League, protests against the dangerous and unconstitutional action of "My Lords," in creating by an administrative Act, viz., "Clause 7," new Local Authorities wielding immense powers. These Authorities, it is declared, are being multiplied with great rapidity, so that already many of the counties and county-boroughs have been placed under their control. As a matter of fact, the last return showed that, including London, twenty-five counties and nine county-boroughs have been recognized by the Department. And the immense powers which these dangerous Authorities are supposed to wield chiefly consist of paying for the privilege of acting as the Department's policemen.

THE announcement that the Education Department proposes to considerably increase the period of training required for teaching diplomas in cookery and laundry work will be recognized as a step forward. Hitherto the minimum period required for a cookery certificate has been twenty hours a week for twenty-six weeks; for laundry, twenty hours a week for thirteen weeks. In future it is proposed to make the requirements for cookery forty-two weeks, for laundry work thirty-two weeks. For practical purposes, forty-two weeks is an unsatisfactory period if examinations and holidays are taken into account, but some modification in this respect may be possible, and the proposal is in the right direction.

THE Department is also prepared to examine candidates for diplomas, the theoretical examination including cookery (artisan to superior household), chemistry of food, theory and practice of education, while the practical lists comprise three hours' kitchen work, a demonstration to adults, and teaching a class of children.

ROBERT COLLEGE.—AN AMERICAN COLLEGE AT CONSTANTINOPLE.

A WALK along the line of walls which Theodosius built to defend Constantinople, from the far-famed Seven Towers on the Sea of Marmora to their abutment on the Golden Horn, on a clear day of bright sunshine, with a glorious prospect ever before the eyes, and a touch of interest or amusement at every step—what has that to do with education and its *Journal*? Four schoolmasters were of the party, of whom the writer was one, and a fifth was Prof. Alexander van Millingen, of Robert College, Constantinople. I grieve to say that I had never heard of Robert College before that day; but a few hours in the company of Prof. van Millingen taught me two things. First, I learnt how a man steeped in the archaeological lore of the place in which it is his lot to live can bear his learning lightly enough to make him a delightful companion and courteous guide to persons whose ignorance of that lore (I trust the rest of the party will forgive me) was equally profound. The Professor is an ideal archaeologist by heredity, being, I found, grandson of Millingen of the "Unedited Monuments." Secondly, I learnt a good deal about the institution with which Prof. van Millingen is connected, in which he is deeply interested, of which he speaks with the clear enthusiasm of one whose heart is in his work. Before that day Robert College was to me not even a name; during it I registered a promise to bring at least its name before some readers of the *Journal* who might be as ignorant as myself. A visit which we subsequently paid to the College at the Professor's invitation enables me to fulfil that promise, and give a little account of an establishment that is carrying out a most important and useful educational work in Eastern Europe. As I write, however, mostly from memory I

hope that the College authorities will pardon any involuntary misstatements, if by chance this paper should come under the notice of any of their number.

Robert College stands at the most beautiful angle of the Bosphorus, the far-famed strait which, even in winter time, is a series of sights of beauty. It stands on the highest ground of the promontory whose jutting point, occupied by the walls and flanking towers and unique bastion of Roumeli Hissar, runs out towards the opposite Asiatic promontory and its sister fortress. These forts were built by Mohammed II., then meditating his attack upon Constantinople, at the very point of the strait where, if tradition is correct, Darius made his bridge of boats. The site is an historic link between East and West, and the position of the college is a symbol of its work of bringing Eastern tradition into touch with Western civilization. It was founded in 1860 by Mr. Christopher R. Robert, a New York merchant, and is organized on the principles of a first-class American college, with this difference, that side by side with the college proper there is a preparatory department. It is, therefore, both a college and a school. Experience showed that the schools of the country did not supply students sufficiently prepared, particularly in English, to enter the college course at once, and the preparatory department grew, to meet the demand for preliminary instruction, into a regular school. The school course occupies three years; the college course five. Students are drawn from all the principalities of Eastern Europe, Turkey, Greece, Roumania, Bulgaria; they are classed in the "catalogue" (*Britannica*, "school and college list") by their nationality, as Turk, Greek, Armenian, Bulgarian. There are a few foreigners of other nationalities resident in Constantinople, English, French, Israelite, Pole, &c. Most of the students are boarders, and pay a fee of about £40 per annum (200 dols. or 44 Turkish liras). But the service of steamers in the Bosphorus enables a good many day boys to attend. The numbers in 1896 were 220, of whom 111 were in the preparatory department.

The curriculum is based upon the following principles. Every student receives continuous instruction in the language and literature of his own nationality, the "vernacular." He learns also English and French, language and literature. These are obligatory subjects, and carried through the entire school and college courses. Arithmetic and geography are first taught in vernacular, afterwards in English; the same with history. In the collegiate course Latin is added, and is obligatory for the first three years. I learnt that it is difficult to make the students work at this; they "do not see the use of it." Greek is obligatory only for Greek students. Elementary science is taught in English, and may be followed in the full college course, as also the higher mathematics. In the list of subjects for the concluding years of the college course are included philosophy, geology, the "history of the Byzantine Empire," lectures on art, pedagogy, and so on. A feature strange to Englishmen is the regular training in rhetoric, elocution, and oratory. To encourage this there are weekly declamations, and prizes are given for original orations.

It was a natural inquiry to ask in what subjects the students showed themselves most proficient, and what their mental attitude was as compared with Western lads. We learnt that the Bulgarian excels chiefly in mathematics; that the youths are more patient, receptive, and serious than one expects in the West; they are older for their age, and come to their task with a formed and fixed ambition. This ambition is almost always to fit themselves to enter a profession, or to qualify for service in the civil administrations of the countries to which they belong. They value learning chiefly as it enables them to fulfil this ambition. Physical exercise has to be encouraged and the desire for it fostered. Athletic sports are beginning, under such encouragement, to take root. Most lads have very few distractions to divert them from their work.

Naturally, the question of religious teaching was discussed, and the relations in which the college stood towards the powers that be. The religious teaching is placed upon a Christian basis, the object of the founder being to create, as far as possible, a model Christian college. But the instruction is practical and unsectarian, "based upon the idea of perfect freedom of conscience for all men." The strongest evidence of the success of this attempt lies herein, that the religious authorities of Turkey do not regard the college with disfavour. It is, however, very much in disfavour with the political rulers;

for, as a professor remarked to me: "Everything we do means enlightenment, and Turkish rule can only subsist by discouraging enlightenment." And a student said to me: "We are all marked men; every student of Robert College is watched by the authorities as a suspicious person." In spite of this, I learnt that a brother of the present Sultan made arrangements to have his children educated here; and the children were actually placed in the establishment, when the Sultan sent a peremptory order to take them away, bitterly blaming his brother for not availing himself of the excellent native schools he had himself been careful to plant and foster in his dominions.

Such is the establishment which we were invited by Prof. van Millingen to visit, meeting at his house the President, Dr. Washburn, and the Professor of Natural Science, Dr. Long. We were introduced to the whole number of the students gathered in the large reception room, and asked to address them. As for myself—and, I believe, my friends—I would far rather have witnessed the football match which, we heard regretfully, was interrupted to do us this honour. I am not going to report the speeches. It was an odd feeling, speaking to an audience of swarthy faces, uncertain whether they were taking in your words or no. From subsequent conversation with the boys, I learnt that the point of one speaker's story was entirely missed; that another's speech was praised as "the grandest oration I have ever heard in my life"; and that the thought of another was echoed in a way which showed that the boy was profoundly struck with it. Whence I draw the conclusion that they did understand if one knew how to put things.

We passed hurriedly through the excellent museum and library, glanced—for too brief a moment—at the view from the President's drawing-room, and went off to catch our boat. In this boat was one of the younger boys, and we naturally had a talk with him. I noticed that the parcel of books under his arm included a rather elementary French grammar and a novel of Paul Bourget. I suspect that the latter was not a school book. He was a Greek, lively and intelligent. He told us with pride that their football team had just played the crew of one of H.M.'s gunboats lying in port, and had only been defeated by a single try gained on the stroke of time. We met another older student at our hotel later on, an Armenian, and had a good deal of talk with him. His last remark to me will, perhaps, show the value of the work that Robert College is doing to "spread enlightenment" more than any panegyric I could write. He asked if I liked Constantinople. "Yes," I said, "I have enjoyed my stay here very much indeed, and am sorry to leave it." After a moment's thought, he said seriously: "Are you really sorry to leave it? Should you like to live here?" "Yes, I am really sorry to go. But as to living here—well, no. It is a pleasant country to visit; it is not a pleasant country to live in." After a longer pause, he turned round and looked for a moment at an officer in Turkish uniform seated in the room. Then, turning to me again, with a solemnity that was pathetic in a boy of seventeen, he said: "You are right. It is *not* a country to live in. No man's life is safe here. You feel—like a man going through a wood, and he may get to the end; but he knows that behind the trees are wild beasts that he cannot see, which may come out at any moment and devour him." One felt that that boy, in his broken and hesitating, yet perfectly intelligible, English, had sounded the depth of the Armenian Question.

L. E. UPCOTT.

WHAT SCHOOLGIRLS READ.

IF it is indeed true that "the child is father of the man," then what the child does, thinks, and reads will always be interesting to us as indicative of the future adult. And the reading of the child will be, above all, deeply interesting and significant, for what we read in our youth, in those early years when impressions made upon us are so deep and fraught with serious consequences, will have lasting influence on our lives. "Tell me what a child reads, and I will tell you what his future character is likely to be," said an old German schoolmaster to me once, and I have always found this to be the case: and not only can we discover his future character from the books he loves, but they supply us with a key to much that is puzzling and baffling in his daily life. Again and again I have been almost hopeless about a child. She will say nothing which gives any

indication of herself; she is like a locked box whose key we have lost. But a chance word has revealed that she spends hours reading books of travel or fairy tales or what not; and henceforth the box is opened, for we have found the key. We have some topic in common, we can talk about these favourite books, and the child, a shy reserved one it may be, is glad to talk to a sympathetic teacher about these silent friends of hers.

With the object of ascertaining what schoolgirls were reading at the present time I instituted inquiries among girls of from twelve to seventeen in various large schools attended by children of the middle classes. It was curious to notice what a fashion there is in children's books, and how a decade seems to have brought about an almost complete change of taste in our growing-up generation. Ten years ago girls of fifteen to seventeen were reading the books of Miss Mulock, Charlotte Yonge, Mrs. Henry Wood. In only two lists out of the hundred that lie before me do I read the name of Miss Mulock, and she is only remembered by "John Halifax, Gentleman." Those other delightful books "A Brave Lady," "Christian's Mistakes," "My Mother and I," appear to be unknown to the girls of to-day. It is a pity, for these books, as well as those by Miss Yonge, are eminently suitable for girls on the threshold of womanhood. They are lifelike, full of interest, healthy, and with just enough of a love element in them to make the elder girls feel that they are not reading "childish books," but real novels. Less deplorable omissions are "Stepping Heavenward," and "Aunt Jane's Hero," "Queechy," and "The Wide, Wide World," once the favourite reading of schoolgirls, the last-named book being specially adored by sentimentalists of sixteen or seventeen, who wept copious floods of tears over the misfortunes and trials of the priggish little heroine. It is a sign of healthiness, we think, that our pupils refuse to read such sickly, unreal stuff, and prefer even the serious and earnest novels of Edna Lyall, who is a prime favourite among the elder girls, her novel "Donovan" appearing on almost every list. But the most popular book among all ages is "Treasure Island," and it would indeed rejoice the heart of that most genial and kindly of all writers of the nineteenth century to know what a source of pure and innocent delight and joy he is to thousands of those young creatures whom he understood so thoroughly. Next to "Treasure Island" in popularity come the novels of Scott, who, in spite of all new-comers, holds his own undisputed: "Rob Roy," "The Talisman," "Ivanhoe," and "Kenilworth" are the most generally liked. Among the elder girls "The Prisoner of Zenda" is extraordinarily popular, this book appearing on sixty lists out of the hundred taken. The liking for the romantic, never so clearly shown as among adult readers of to-day, has spread to schoolgirls, and the older books dealing with domestic and schoolgirl life have become almost obsolete. "Little Women," "Home Influence," "What Katy did," once so popular, appear on but three or four lists. Poetry appears to be very little thought of, though, it is true, one or two girls of eighteen put down "Shakespeare," "Tennyson," as their favourite books. Poor Bulwer Lytton has passed into oblivion, as far as the younger generation of girls is concerned, not a single one of his novels being on any list; and yet how popular "The Last of the Barons" and "Rienzi" were some thirty years ago! Perhaps this fact may give satisfaction to Lady Lytton's threat for revenge, for truly the greatest of all punishments has fallen upon her husband. Marie Corelli is fairly popular, we regret to say, among the elder girls, who appear to enjoy such novels as "The Mighty Atom" and "The Sorrows of Satan." One book is noticeably absent from all lists—"The Pilgrim's Progress," the mental pabulum which nourished so many of our predecessors. In every way this is to be deplored, for no writer of any age has ever surpassed Bunyan in his simplicity and power of graphic description. One wonders how this lack of interest in the book can be accounted for. Perhaps it may be that our girls are very matter of fact, really (in spite of their affection for "Treasure Island, though that book is very matter of fact in that it bears every mark of *vraisemblance*), and the spiritual delicacy of allegory is beyond their ken and annoys them; or it may be that, living in an artificial age, they almost unconsciously reject the simple and the homely in fiction, as well as in life. In any case, it is a pity, and, as the girls do not read "The Pilgrim's Progress" for pleasure, it might be a good thing to have it read in school, so that, at any rate, they should be acquainted with one of the finest prose works in the language.

The four most popular books among the younger children are "Little Lord Fauntleroy," "St. Winifred's," "Westward Ho!" and "The Water-Babies," a good and healthy choice, on the whole, though the first-named book always seems to me absurdly over-rated. Next in popularity comes "The Jungle Book," a very great favourite, and deservedly so. The works of Miss Everett Green and Talbot Baines Reed appear to enjoy a very wide circulation; but, as I am not acquainted with these books, I can offer no opinion as to their merits. It is indeed astonishing to find that "Robinson Crusoe" figures on one list only, and "Alice in Wonderland" is conspicuous by its absence. What a loss for our children! To some of us, of an older generation, Crusoe and his man Friday seem a part and parcel of our lives; and how we loved dear little sleepy Alice and that sweet white rabbit with his waistcoat and watch! And the Duchess—not to know her is truly a grievous pity. Who can account for fashion? Fifteen years ago we were all laughing wildly over Alice; to-day she seems only to be appreciated by those who knew and loved her in their youth, and to them she is a source of perpetual joy.

But stranger even than the absence of these books is the entire absence of books of fairy tales. Not a single child out of the hundred mentions a fairy tale as her favourite book. It is, perhaps, hardly fair to draw inferences from a handful of examples, yet the verdict of a hundred children of the middle and upper classes may be taken as fairly typical of the great bulk of children. If, then, the opinion of these hundred children is at all representative, we may infer that the fairy tale is passing out of vogue. I am not altogether surprised at this result, though I, none the less, regret it, for it seems to me that the children who are not fed on fairy lore will grow up to manhood with one side of their nature untouched and uncultivated. "They are not true," says a modern moralist, "and therefore should not be told to our children; only tell them matters of fact." Ah! most of us have too much of the matter of fact; daily life supplies us plentifully with that; we want something to take us away from the material and the worldly, and we are fain to cry with Wordsworth:

Good God! I'd rather be
A pagan, suckled in a creed outworn,
So might I, standing on this pleasant lea,
Have glimpses that would make me less forlorn,
Have sight of Proteus rising from the sea,
Or hear old Triton blow his wreathed horn.

L.

THEORY AND PRACTICE OF EDUCATION.

GENERAL KNOWLEDGE PAPER.

1. What do you understand by *Delimitation*, *Protection*, *Co-ordination*, *Concordation*, *Representation*, *Co-optation*, in the field of education? Illustrate your answer with diagrams.
2. Discuss the difference between a Board School and a School Board.
3. How many Associations of Teachers are there? Explain briefly their aims and objects.
4. Distinguish a Trades Union and a Trade Union. To which class does the N.U.T. belong?
5. At a conference at one of the ancient seats of learning a speaker referred to the "Two Macs." Describe them.
6. Name, if you can, three Endowed Grammar Schools which do not want (a) scholars or (b) money or (c) scholars and money.
7. A popular undertaker advertises: "Why live and be miserable when you can die and be buried decently for a pound?"—Show that this question has special reference to assistant-masters in endowed schools.
8. State whether you think it would not "settle the education question" for ever to constitute (a) the Council of the Headmasters' Association the Central Authority, and (b) recognize its divisional committees as Local Authorities, with power to co-opt representatives of the administrative interest.
9. What do you know about the Science and Art Department? Guess (a) why the resignation of the Director of the Science Division was not accepted; (b) the proportion between cost of administration and the amount spent on education; (c) which is the greater—the number of forms or the number of regulations?
10. Give a brief *résumé* of Dr. Scott's lectures on education to the House of Commons.
11. State what you, or anybody else, can make of Clause VII., with special reference to the views of the Lord President of the Council, the

Vice-President, the Headmasters' Association, and the Association of Organizing Secretaries.

12. Name, if you can, the publisher or editor of *Education*, and the numbers referred to at the Headmasters' Association as written by the office boy.

13. Higher-grade schools, it is said, if they do not serve God, serve Mammon; and grammar schools pretend to have served God and neglect Mammon. Which horn of the dilemma would you choose?

14. Show diagrammatically the difference between a registered and unregistered teacher; between technical and secondary education; between what the profession wants and what it will get.

CORRESPONDENCE.

THE MEDICAL COUNCIL AND THE COLLEGE OF PRECEPTORS.

To the Editor of The Journal of Education.

DEAR SIR,—It is remarkable how a body of men, individually of the highest capacity, can, when acting as a body, allow the faculties for which they are most noted to lie entirely dormant, so that, when a statement is confidently presented to them by an authoritative voice, they will accept without any examination the conclusion it is suggested should be drawn from it. Where should we look for the exercise of the faculties of analysis and perception if not to the distinguished physicians who form the Medical Council? And yet at a recent sitting of that body, and in a matter to which it was giving its serious consideration, they appear to have allowed such a statement as the following to pass unchallenged and undetected—and that, too, when their attention was being specially drawn to its supposed importance.

The Council had been considering the question of raising the standard of the Preliminary Examinations it recognizes as qualifying for registration. At a former sitting it had adopted a recommendation of its Education Committee which seemed to involve the removal from the list, amongst other examinations, of that of the College of Preceptors. But the College had protested against this being done as long as it was proposed still to recognize certain other examinations of no higher standard than its own. The Education Committee, however, now again reported to the Council adversely to the College, and, in the very forefront of their Report, led up to in its preamble, and given the place of honour as its leading argument, was the statement to which I wish to draw attention.

Certain Medical Examining Boards, the Report stated, report to the Medical Council any cases of candidates who, when coming before them, show signs of deficient education, and, where possible, the fact is noted against the examination by means of which the candidate managed to obtain registration. During the last seven years it has been found possible to trace forty-five such cases, and of these the College of Preceptors is responsible for no less than fourteen, against fifteen contributed by all the other examinations (at present recognized) put together, the remaining sixteen belonging to examinations now discontinued.

This statement, which was again prominently put forward in the speech of Dr. MacAlister (to whom is given the credit of drafting the Report), is believed to have made a profound impression, and, indeed, has been quoted in several papers, including both the leading medical journals, as either of itself sufficiently explaining the decision adverse to the College arrived at by the Council, or as being amongst the chief arguments that would weigh with it.

And yet is it not manifest that this statement, as far as it is presented both in report and speech, has no significance whatever?

The point is, not that the Council accepted without question the figures presented to them—it happens that they are all wrong, but that does not matter; the Council could not reasonably be expected to imagine such a possibility—but that nobody seemed to see that, unless *other* figures were given with them, these proved nothing at all. How could anybody tell whether the fourteen or the fifteen were more or less than should have been expected without knowing the *total number of candidates qualified for registration* by each of the examinations in question? The only thing that could have any significance was the *proportion* of illiterates to the number each had

passed. And yet this necessary factor of the problem the distinguished Wrangler who presented it, by some curious slip, omitted to supply, and the eminent analysts, who had to consider it, never thought of asking for!

Then there was another very obvious consideration which apparently escaped the notice of everybody. Were the figures presented sufficiently large in relation to the range of the subject of the statement to allow of any significance at all being attached to them as a test of comparison? Fourteen in seven years is in itself no great number. Still, fourteen out of a hundred would have some significance; out of a thousand very little; out of several thousands none at all. It is only now that we learn that the total number that passed for registration by means of the College of Preceptors' examination during these seven years was so large as to make these fourteen illiterates amongst them such an insignificant number that it would be merely a matter of ill luck if they compared unfavourably with the numbers attributed to other examinations. And, indeed, a glance at the tabulated return of these cases shows it to be such a haphazard matter, so dependent upon mere eccentricity, that it is surprising that any one, after giving it any consideration, should have persevered in making a feature of its teaching. For one is struck at once by the fact that *more than half* of the cases—twenty-seven out of the forty-eight—occur in *one year only* out of the seven; and that, if this one year were omitted—a year in which such a malign influence prevailed that the London University Matriculation itself could not escape, but got credited with two bad marks—by leaving out this single year the measure of the College of Preceptors' delinquency would have been reduced by *nearly two-thirds*—would, in fact, have been *five* cases in *six* years, instead of *fourteen* in *seven* years.

The Council, however, had not the chance of detecting this, as only the summary of the return was given to it; and, as to the inadequacy of the figures to serve as any test at all, it may have been misled by the seemingly restricted character of the statement, for it was presented as applying to the three Boards of the Services only. And now comes another very curious thing. The statement, in this restricted sense, was discussed by the Committee and included in its Report; it was so presented to, considered, and passed by the Council; it was so printed in its minutes, and issued to the public. Then only, when it is shown to be utterly incorrect, the Registrar of the Council writes that he is instructed to say not that incorrect figures have been supplied to the drafter of the Report, but that the drafter of the Report has made an "oversight" in his drafting, and that the statement in which he should have applied these figures was meant to be something different from that he had so deliberately made. But the difficulty about this explanation is that the drafter of the Report, from whom should be expected any correction in its drafting, is Dr. MacAlister; and he, in his speech supporting it, distinctly adopted the statement in its primary restricted sense, and confirmed it by subsequent mention as applying to the *Services* only.

The above remarks, however, apply just as well to the new version as to the old. The figures have, it seems, again been challenged as still quite incorrect in their new application, and, so far, without contradiction; but that I am not concerned with. It is the total ignoring of figures that should have been, but that were *not*, given that has seemed to me of such significance as to be worth drawing general attention to.—I am, &c.

F. H.

CANON LYTTTELTON AND THE SCIENCE AND ART DEPARTMENT.

To the Editor of The Journal of Education.

SIR,—Your note on Canon Lyttelton's speech at Glasgow might, in justice to a "moribund Department," have assumed a more decided tone of reproof. We have the spectacle of an ex-Royal Commissioner, the Headmaster of an important public school, and Chairman of the Teachers' Guild, making statements in regard to the Science and Art Department which the slightest investigation would have shown to be false. He says: "The Government placed a decrepit General at its head, caught hold of a few half-pay officers and made them Government Inspectors of Schools, and thought they had done some-

thing very wise and beneficial." Now, what are the facts? I pass over the good taste of the reference, but I think it should be known that the "decrepit General" has worked his way, step by step, to his present position during forty years of work wholly devoted to the service of the Science and Art Department, and may, therefore, be considered to have fully expiated his original sin of having fought for his country in the Crimea. Now for the half-pay officers myth. Here I can speak from thirty-five years' intimate acquaintance with the Science and Art Department. During that period thirty-three persons have held the office of Inspector of Schools. Of these, only two were officers: neither was on half-pay, and both resigned their Army appointments on taking up the work of the Science and Art Department. One of these is the present Director of Science, and the other was appointed successively Inspector and Senior Inspector by Mr. Acland, who has never been suspected of partiality for military men. The Inspectors cannot claim, according to the Honourable and Reverend Canon, to be men of sense or culture. Yet, of the thirty-two, nine are Honour men, eight are graduates of Oxford, five of Cambridge, five of London, one of Dublin, two of Edinburgh, and two of German Universities, while the remainder were appointed for their special Science and Art qualifications, or their intimate knowledge of the work of the Department. It is unfortunate, to say the least, that a man whom the public may consider able to speak with authority on educational matters should make statements both inaccurate and unjust.—Yours obediently,

Ashleigh, Hampton Wick.

J. C. BUCKMASTER.

February 18, 1899.

HIGH-SCHOOL AND UNIVERSITY STUDENTS AS MISTRESSES IN PUBLIC ELEMENTARY SCHOOLS.

To the Editor of The Journal of Education.

SIR,—In your last issue Mr. Bayfield Clark answered the questions What openings? What salaries? What steps to take? but there remains a fourth question—What chances of promotion? I believe it is a fact that the University-trained teachers who have engaged in elementary school work have not obtained those influential posts for which their qualifications and experience might have been expected to render them specially eligible. This arises, I think, not from failure on their part to do their work effectively, but from the natural desire on the part of School Boards and managers to give promotion to the teachers who have been trained from the beginning in their own schools—that is to say, to appoint officers from the ranks.

With Miss Hughes's appeal before one's eyes, one regrets to say it, but the fact of the case is that the bulk of the elementary school teachers resent the swelling of their ranks by high-school and University students. Strong indignation was expressed when Article 60 (*b*)—recognizing graduates with a Teacher's Diploma as "certificated" teachers—appeared in the Code; and, where the teachers have much influence by representatives or indirectly upon School Boards, even though University students may occasionally be appointed to subordinate posts, their chances of promotion to the highest posts are very small indeed.

Another drawback to elementary school work as a profession for University women is the fact that a very large proportion of the headships are open to men only.

A considerable number of University women are now teaching in pupil-teachers' centres, but their chances of promotion are very slight; for, though girl pupil-teachers vastly outnumber the boys, of all the important centres in the country, I believe two only have women at their head. Many higher-grade and organized science schools have two departments with one head, and in these schools the highest post open to a woman is that of first assistant. This remark applies also to ordinary elementary schools under some Boards.

It is only right that these facts should be known by University students who are thinking of entering the elementary school branch of the profession, and by those who encourage them to do so. Only a University woman, with real power, can hope to succeed in such work; and, as things are at present, she has better prospects, from a material point of view, in the secondary than in the elementary branch of the teaching profession.—Yours truly,

ARTICLE 60 (*b*).

INSPECTION AND THE JOINT BOARD.

To the Editor of The Journal of Education.

SIR,—I shall be obliged if you will afford me a brief space to correct an error in your report of my remarks at the January meeting of the I.A.H.M. on Mr. Laffan's motion with regard to the inspection of schools. I carefully abstained from mentioning the Joint Board at all, and certainly did not say that its inspectors were amateurs. I know very well that it commands the services of the very men to whom, of all others, such an epithet could least fitly be applied. I opposed the motion on the ground that its tendency seemed to be to leave things as they are. The present system is unsatisfactory in two ways. In the first place, inspection is now undertaken by a number of independent bodies. There is no common standard, and the multiplication of inspecting authorities can only tend to lower the level of requirement. In the second place, inspection is of little value unless it is by trained experts, and the supply of these is extremely limited—is certainly insufficient for the work. The Joint Board is, by its very constitution, largely exempt from these criticisms. It sets a common standard, which is accepted by both the leading Universities, and its prestige attracts the small number of really qualified inspectors which exists.

A proposal to entrust inspection to a Joint Board representing the Universities of the country would have been free from many of the objections to which Mr. Laffan's motion was exposed. But the one essential point is that the inspectors should, in every case, be trained professional men, qualified by knowledge as well as by experience—and in this country it is necessary to lay greater emphasis on the former—to pass a sound critical judgment upon every department in the work and life of English schools.

It is doubtful whether such an inspectorate can ever be brought into existence except by Government action. It certainly never will if inspection is left to be carried on, as at present, by a number of voluntary agencies.—I am, &c.,

F. M. HENDY.

Carlisle, February 8, 1899.

THE ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.

To the Editor of The Journal of Education.

SIR,—Will you allow me to point out one or two errors into which the writer of a note on the Association of University Women Teachers in your February issue seems to have fallen? 1. It hints that the financial affairs of the Association are not on a sound basis; but a glance at the balance sheet would have shown that the annual subscriptions more than cover the expenses, while at the present moment we have a balance of nearly £200 in hand. 2. The registry is not free as implied, but supported by members' subscriptions and employers' fees, while the co-operative principle of the Association enables us to dispense with those percentages which fall so heavily on young beginners. 3. The management of the Association is thoroughly businesslike. It has a President, elected Committee, honorary Secretary, and paid Secretary. As yet our work has not necessitated the employment of a secretary's whole time, hence the small amount (£60) quoted as salary in the balance sheet. As the work increases with increased membership, and more secretarial work is required, the funds available for payment will increase proportionately; hence we need have no fear of bankruptcy in the future. 4. The writer seems under a misapprehension as to our basis of membership. It is a particularly broad one, including, as the printed lists show, heads of public and private schools, assistants in both, lecturers and coaches—in fact, all who come under the very comprehensive heading of University Women Teachers. It is far less exclusive than the Associations of Headmasters or Headmistresses and the corresponding Associations of Assistants. But there is no quibble of language by which an Association of University Teachers could be made to include either non-University women or non-teachers. As reasonably might a Liberal club be blamed for excluding Conservatives.

Our Committee feel assured that you will be ready to insert this explanation, as the paragraph in question might easily mislead such of your readers as are unacquainted with our work.—I am, Sir, yours faithfully,

L. E. HAIGH.

President A.U.W.T.

The High School, Reading, February 11, 1899.

"EDDICATION."

To the Editor of The Journal of Education.

SIR,—"Tes eddication as 'ull be the ruination o' this country," said a Cornish friend to me the other day, and personally I am somewhat disposed to agree with him. To be sure, he is not a fair authority, for though, thank goodness, he can neither read nor write, he is particularly well educated in country matters with which he is concerned. My present cause of grief is nothing new—only the old, old abuse of the "Cambridge Locals." It is my misfortune after twenty years' teaching of many kinds to find myself compelled to work to-day in

several schools which prepare for these examinations. These schools are of a race which, until two years ago, I had supposed to be extinct—namely, private schools, with boys in them of various ages from eight to eighteen. In classics, mathematics, modern languages, and English, the work is simply cram. Boys who suppose that "jubes" is the plural of "jubs" are reading Virgil. Poor little brats of eight, who don't know their *être* and *avoir*, are supposed to get up half-a-dozen pages of French translation of an evening, and so forth. They must pass the Cambridge Local. The reputations of the schools rest on this.

Now, Sir, I take it that Cambridge is one of the main guardians of England's educational reputation, and that, if she lends herself to this sort of thing, she is committing a grave educational sin. There *must* be some way of putting a stop to it. I may say that, in my experience, it does not affect the physical health of boys; because boys care for none of these things. Under the circumstances they simply do nothing at all. But girls take matters rather more seriously, and my poor little girl pupils droop and fade in a way sad to see. I cannot, however, at present concern myself with this side of the question, only with the disastrous evils of subterfuge and inaccuracy inbred by the teaching which is supposed to be required by these examinations. In regard to one part of the matter I venture to make a suggestion.

I do not know how the Cambridge Local papers are marked, but I would suggest this. If the examiners are satisfied in their own minds that the work, of whatever sort, has been crammed, is known merely by heart, let them simply refuse to pass. I say that Cambridge is strong enough to do this, and in no other way that I can see are pupils, parents, and schoolmasters (often the victims of circumstances) to be brought to a right state of mind. For obvious reasons, I withhold my name and address, but enclose my card.—I am, Sir, your obedient servant,

PROAIRESIS.

THE DRAINAGE OF CAMBRIDGE.

To the Editor of The Journal of Education.

SIR,—We think you would be doing good service if, in the *Journal of Education*, you would call the attention of the public to the insanitary state of the town of Cambridge. We have recently lost our son from typhoid fever; and, though the doctors differ in their opinion as to whether or not he caught the infection when he was recently up at Cambridge for his scholarship examination, we were advised to make inquiries at the University. These inquiries have resulted in disclosing a most unsatisfactory condition of affairs. There is typhoid in and around Cambridge, and the drainage system in vogue there and want of ventilation, both in the street drains and in private houses, point to a very grave and always present danger.

Since our own trouble, we have heard of many other cases of typhoid directly traced to Cambridge, and other cases of break-down in health, not actually resulting in fever. For the sake of others, we have been led to move in the matter, and we trust you will give your powerful advocacy to the question. Naturally, we should not wish our name to appear.—Believe us, yours faithfully,

A BEREAVED FATHER AND MOTHER.

February 10, 1899.

UPRIGHT HANDWRITING.

To the Editor of The Journal of Education.

SIR,—I am frequently asked by teachers and intending candidates for Civil Service appointments whether upright, or vertical, writing is accepted by the Commissioners. Will you allow me, for the benefit of your numerous readers, to state that, having written to the Department for information on the subject, I received a reply in which the question was set at rest, once and for ever, by the official statement that: "The Commissioners have no preference for any particular style of writing. They lay stress chiefly on *legibility*." The logical and irresistible deduction from this is that vertical writing being, by unanimous consent, the most legible, it must of necessity be the most acceptable to the Civil Service examiners.—Yours truly,

JOHN JACKSON.

The Hollies, West Norwood, S.E., February, 13, 1899.

HERE is an amusing story from the February *Cornhill*, which shows how the inspector's "surprise" visit may be circumvented:—"On one occasion the inspector, on entering a schoolroom, noticed a boy leaving it by the opposite door, after a nod from the head-teacher. After a few words to the latter, H.M.I. passed on as if he were going into another department of the school, but really with the intention of following the boy who had just gone out. He lit upon the lad loitering at a shop window. The boy looked up at him and evidently did not recognize him. 'What school do you belong to?' said the inspector. 'B. Street,' rejoined the lad. 'Then why are you not there this morning?' 'Please, sir, I've been sent out to Mr. R., of St. P.'s, to let him know that old H. is about.' 'Old H.!' Then, my boy, I'll go along with you!"

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TEACHERS' GUILD LECTURE.—Tuesday, March 7, at 8 p.m., at Dr. William's Library, Gordon Square, W.C. Lawrence Gomme, Esq., F.S.A., Vice-President of the Folk-lore Society, on "Folk-lore as an Adjunct of History," with Illustrations from Children's Games.

THE PHYSICAL MEASUREMENTS OF PUBLIC-SCHOOL BOYS.

(Continued from page 35.)

IN order that physical measurements may be of practical use to those who are responsible for the due development of the schoolboys committed to their care, it seems to me to be essential that we should be able to fix, as exactly as possible, the position which a boy of any age occupies amongst the mass of boys of the same age. We can then judge of his progress, relative to the generality of boys of the same original physique, by noting whether he is gaining or losing places in the mass as time goes on. Having charge of the gymnasium at Haileybury, I have been anxious to find out the best means by which this knowledge can be gained about individuals, and the progress of a class easily ascertained. A comparison with averages is not sufficient for my purpose. To make this clear I will discuss an example taken at random from amongst a large number of observations recorded at King Edward's School, Birmingham. Let us first compare the measurements of the boy selected with the averages at the same age taken from Mr. Roberts's chart. These measurements are found to be:—

Age	13 4	13 6	14 0	14 8	15 0	15 6	16 0	16 7
(y. m.)								
Height	4 10½	4 11½	5 1	5 4½	5 5½	5 6½	5 7½	5 9
(ft. ins.)								
Av. Height	4 10½	4 11	5 0	5 1½	5 2½	5 3½	5 5½	5 6½
(ft. ins.)								
Weight	6 0½	6 3	6 8	7 12	8 1½	8 12	9 5	9 8
(st. lbs.)								
Av. Weight	6 2½	6 5	6 8½	7 3½	7 6½	7 13	8 5½	9 0½
(st. lbs.)								
Chest	26½	27½	28½	29½	30½	31½	31½	32½
(ins.)								
Av. Chest	28¼	28½	29½	30	30½	31½	32½	33½
(ins.)								

On the measurement form is the remark "pigeon breast."

A study of the above figures shows that the boy on entry was slightly above the average in height, below the average in weight and chest girth; but these facts, for reasons which have already been stated, give no very precise idea of his physical status. As he grows older his position with regard to the average improves in all three measurements, and between 14 years and 14 years 8 months a very considerable improvement relative to the average takes place all round. So much is evident; but the important question then arises: Does the improvement made in weight and chest girth correspond to that in height, or has the boy simply shot up, and really deteriorated in physique? This question we are unable to answer with certainty, nor can we easily determine to what extent the improvement is maintained, though, between 16 years and 16 years 7 months, there appear to be signs that it is not, the increase made being less than the increase of the average.

In order to answer questions such as these I naturally turned to the method of percentile grades, as explained in Mr. Francis Galton's "Natural Inheritance." This necessitated the collection of a large number of observations from all available sources, and the working out of a number of curves of distribution similar to that shown in Fig. 1, as many observations as possible being included in each curve. Finding, in practice, that 100 grades were too many for my purpose, I reluctantly reduced that number to 20, which number seems to give trustworthy and easily intelligible results.

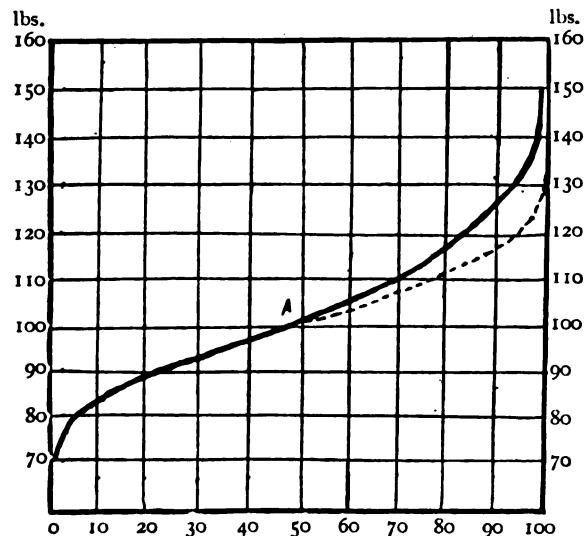


Fig. 1.

To explain the principle on which these grades are obtained let us examine Fig. 1.

It has already been explained (page 34) how the number of boys per cent. below a given weight, at the age of fifteen, is indicated by this curve. In what follows it must be understood that I take my details from a similar curve to Fig. 1, but constructed on a larger scale, so that the actual number per cent. below any given number of lbs. can be easily read. On this curve I find that 95 out of every 100 boys of fifteen may be expected to weigh less than 132 lbs. and 5 to be 132 lbs. or more. I therefore place every boy of 132 lbs. or over in grade 1; 90 boys should be below 125 lbs., so that there should be 5 boys who weigh down 125 lbs., but fail to weigh down 132 lbs.—these I place in grade 2. Proceeding in this way for every group of 5, I divide the whole typical group of boys into 20 equal grades, and thus form the following table for finding the grades of boys of fifteen, working to the nearest half-pound.

Grade...	1	2	3	4	5	6	7	8	9	10
lbs.	132	125	120½	116½	113½	110½	108	105	103	101
Grade...	11	12	13	14	15	16	17	18	19	20
lbs.	98½	96	94	92	90	88	85½	82½	78	all below.

Every boy of fifteen whose weight is known can be placed at once from the table in one or other of these grades, e.g., a boy of 95 lbs. would weigh down 94, but fail to weigh down 96, so he belongs to grade 13; a boy of 70 lbs. would be below 78 lbs. so he belongs to grade 20. If a boy's grade at 15 years is 13,

and when he gets to the age of 17 years it is found to be 15, then he has not made the growth which might reasonably have been expected of him. If a sufficiently large group of boys is taken, we ought to find very nearly the same number of boys in each grade, viz., five per cent. of the whole number.

Now, in order to form a clear idea of a boy's physical progress, we require to be able to fix the grade to which he belongs, whatever age he may happen to be, at the time when the knowledge is required. To do this we must form first of all a series of curves of distribution, similar to Fig. 1, at intervals of six months in age. From this series we can form a fresh series of curves of grades, by first marking off at equal distances along our base line the various ages for which curves of distribution have been formed, then marking off upon the perpendicular line through each half-year the point corresponding to the upper limit of each grade according to a scale at the side of the figure, and finally joining all the consecutive points corresponding to the upper limit of grade 20 for the lowest curve, all the points corresponding to 19 for the next curve, and so on.

Fig. 2 is a typical example of a curve of grades for height, which is more conveniently represented on the scale used than the corresponding curve for weights.

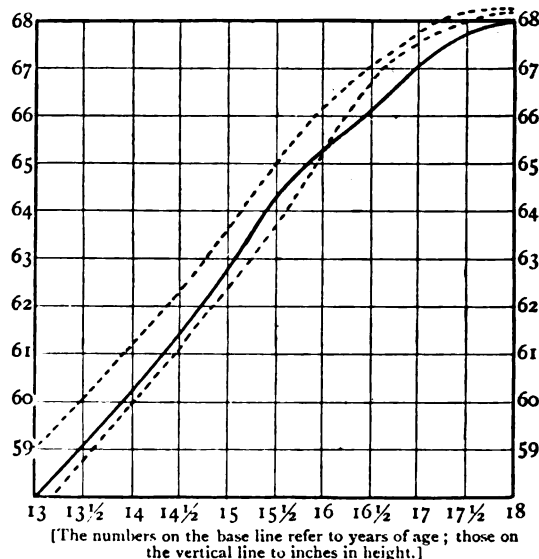


Fig. 2.

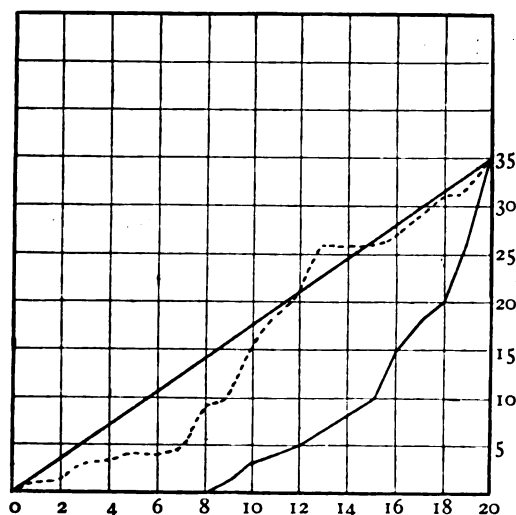
The continuous line in Fig. 2 represents the curve dividing grade 10 from grade 11 in height, and is consequently the curve of mean height. It corresponds closely in form with the curves of averages, the upper dotted line representing the average height of the professional classes at each age as given by the Anthropometric Committee; the lower dotted line being taken from Mr. Roberts's chart.* The whole series of nineteen curves so formed is most interesting, but it is not possible to show them on the scale of the figure. On a larger scale, by employing paper suitably ruled, we can readily determine the grade corresponding to any boy's height, at any given age in years and months, by observing between which two curves his measurement falls upon the vertical line passing through the month in question. For practical work, however, it is better to form, from the curves, tables for each month, similar to the one already shown. Armed with similar tables for weight and chest girth, we may form a fairly clear conception of a boy's physical state and progress. Thus, returning to the example previously discussed, and selecting the boy's grades from my tables, I find that his record reads as follows:—

Age (yrs. mths.)	13	4	13	6	14	0	14	8	15	0	15	6	16	0	16	7
Grade in height	11	10	9	5	5	5	5	5	4	4	4	4	4	4	4	4
weight	10	10	9	5	5	5	5	5	4	4	4	4	4	4	4	4
chest	14	12	10	8	8	8	7	8	8	8	8	8	8	8	8	8

* The slight concavity upwards in the continuous line between the ages of 16 and 17 is due to an error in drawing. The curve should be very slightly convex in this direction throughout this part of its course.

From this we see at a glance that the remarkable improvement in height at fourteen was accompanied by a corresponding improvement in weight, and was *preceded*, and accompanied, by a considerable improvement in chest girth, due probably to judicious exercises in the school gymnasium, where the measurements were taken. We also see that this improvement was maintained during the boy's subsequent growth. The falling-off in weight in the last measurement recorded might be a disquieting symptom, or it might be easily explained by the nature and quantity of exercise taken, or by some other known cause. It is interesting to note that, in the state of equilibrium reached after the rapid growth was accomplished, the relation of chest girth to height remains much as it was to start with, which seems to bear out my theory that, in this case, the extra development of the chest was probably a necessary preliminary to the extra development in height and weight. Much work remains to be done before this can be regarded as established. It is possible that the rapid development observed may, to a great extent, be due to another well known cause. It is a subject for future investigation how far the erratic nature of the cause in question prevents its operation being fully allowed for in the curves of grades.

To estimate the progress of a group of boys I find it simplest to determine the grade of each boy in the group at the beginning and end of the period to be examined, and then to form two curves of distribution of the grades of the group, one for the beginning and one for the end of the period. To take an example—

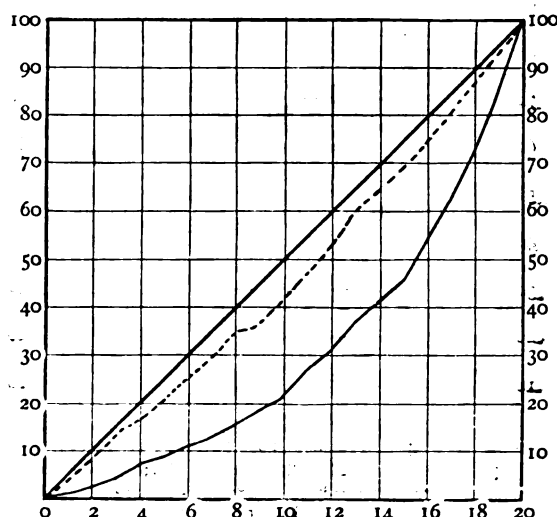


[The numbers on the base line refer to grades; those on the vertical line to actual number of boys.]

Fig. 3.

This was worked out originally to find the progress made in chest girth, after three terms' compulsory gymnastics, by a group of thirty-five boys who entered the school in one term. The continuous line shows how their grades were distributed on entering the school; the dotted line shows their distribution for the same boys at the end of three terms. For these curves the base line is marked from the left, at equal intervals, with the numbers of the twenty grades. The points where the curve crosses the vertical lines show, by reference to the numbers on the right of the figure, the number of boys who reach each grade or a higher one. Thus, to follow the continuous line first, we find that no boy was placed, on entry, in the first eight grades, one was in the 9th, and 2 in the 10th, making 3 in all in the first ten grades; one was in the 11th and one in the 12th, making 5 in all, in the first twelve grades, and so on. Starting from the other end we find that 15 of the 35 boys were in the last two grades. Since there should be as nearly as possible an equal number of boys in each grade, the curve of normal distribution is as nearly as possible the straight line joining the point marked 0 to the point marked 35. From the dotted curve we see that, after three terms' gymnastics, 9 of the best boys were distributed through the first eight grades, also—which is of far more importance—only 4 boys were left in the last two grades, while the last 14 were distributed normally amongst the last eight grades.

If there are a large number in the group to be examined, the percentage of the whole number of boys in the group, who are in or above each grade, may be marked off from the vertical line through the number of that grade as in Fig. 4, instead of the actual number as in Fig. 3.



[The numbers on the base line refer to grades; those on the vertical lines to number of boys per cent.]

Fig. 4.

This diagram was formed to investigate the general effect upon the chest girth of the three terms' gymnastic course. The grades of 251 consecutive entries were observed upon entry, and the curve of distribution worked out, which gave the continuous curve. The dotted line shows the distribution of the grades of chest girth of the same boys after their three terms' course. The diagonal straight line is the curve of normal distribution. It will be seen that 29 per cent. were in the last two grades on entry, the normal number being 10 per cent. After their training this number is reduced to 12½ per cent., while 30 per cent. are distributed over the last five grades, which contained 52 per cent. of the original entry, the normal number being 25 per cent.

One great advantage which I claim for this method of comparison is that the curves of grades are so regular in form and so regularly placed with regard to one another that the measurements of different groups can be compared by means of them, provided that each group is measured in the same way, even though that way is not identical with the method adopted in preparing the grades: e.g., the grades of weight are prepared from observations in which gymnastic clothes only are worn, but we may safely use them to compare two groups in which ordinary clothes are worn by those weighed. The general effect produced will be to raise the grades of corresponding boys equally, and the effect produced upon the two curves will be sufficiently nearly the same for most practical purposes.

We are now in a position to continue the discussion of the points raised in "M.D.'s" letter. In order to compare the physique of boys entering our public schools at the present day with those who came to them during the period dealt with by the Anthropometric Committee in making out their averages, I have worked out curves of distribution for the grades of all boys who entered Marlborough College in 1881 and 1882, this giving me 204 observations. To compare with these I have worked out similar curves for all boys between 13 and 15 years of age at the same school in the year 1897, irrespective of their date of entry. I could not select the two groups of boys in a precisely similar manner, owing to a change in their method of keeping the records; but the difference in the mode of selection is not likely to have introduced any appreciable error, especially as I have omitted all boys under 13 from the first group. The curves work out as follows, the continuous line representing in each case the 1881 and 1882 observations, the dotted line the 1897 observations, and the diagonal straight line the curve of normal distribution.

Fig. 5 compares the distribution of grades of height in the two cases. It will be seen that both curves are fairly close to

the normal curve, but that the number in the 1897 group who fall into the first ten grades exceeds the number who do so in

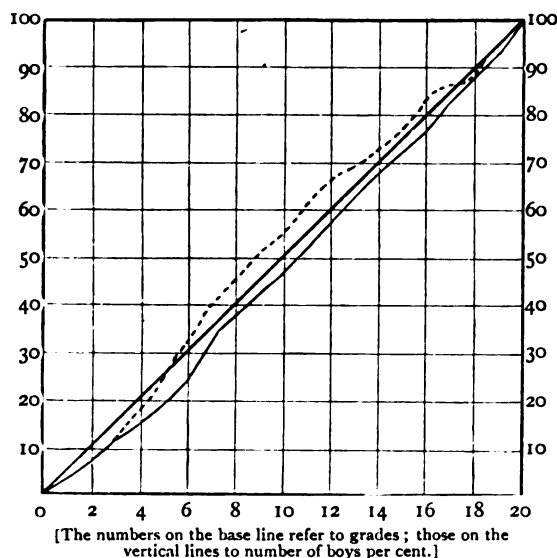


Fig. 5.

the earlier group by about 9 per cent. of the whole, while the number in the last two grades is practically the same in both, so that, in respect of height, the 1897 group shows slight superiority.

In Fig. 6 the weights of the same boys are compared. Both curves come a good deal above the normal curve, owing to the method of observation adopted at Marlborough, where weights are taken in ordinary clothes. The two curves are very close together, a slight difference being, as before, in favour of the 1897 group.

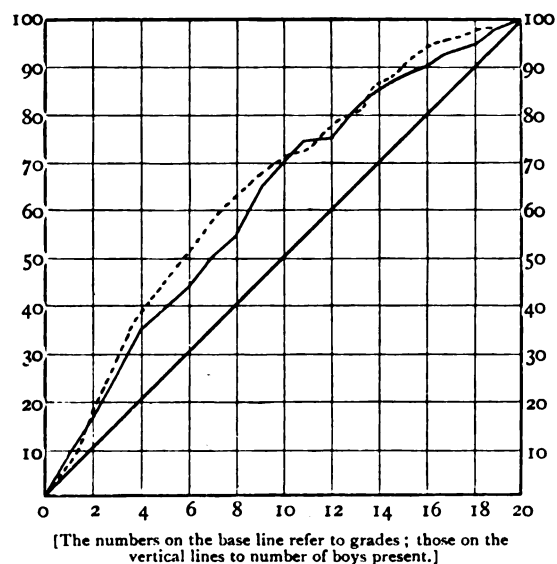


Fig. 6.

In Fig. 7 an attempt is made to compare the chest girths of the same two groups of boys, and here a fresh and formidable difficulty presented itself. The chest measurements were taken in 1881 and 1882, over the waistcoat, with the chest in its normal condition, neither inflated nor deflated. When I came to examine the measurements taken in 1897, I found that the system had been altered, so that the chests are now measured without the waistcoat, and two observations are made, one with the chest fully inflated, the other with the chest deflated as far as possible. I determined, first of all, to investigate the distribution of grades when the chest was entirely deflated, and the result obtained was the dotted line in Fig. 7—a result as remarkable as unexpected. Notwithstanding the serious dis-

advantages in the method of measurement—viz., the absence of waistcoat and the complete deflation of the chest—the boys

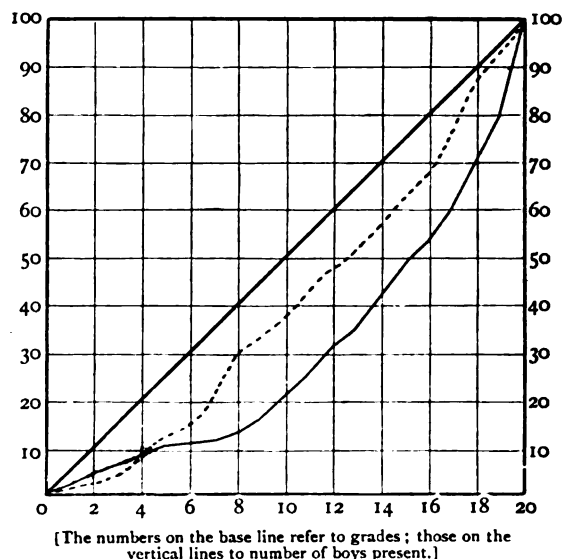


Fig. 7.

examined in 1897 show a marked superiority over their predecessors, the number in the lowest grade being less by 13 per cent. of the whole number, while the number included in the first ten grades is greater by 15.5 per cent. of the whole.

To sum up briefly, I think that I have shown that, for various reasons, it is not possible to gauge accurately the progress of a class or of an individual by reference to any existing absolute standard of physical measurement.

That, by means of a system of grades, it is possible to gauge the progress of an individual with fair accuracy, even though that system may be so far imperfect as to be useless for the purpose of indicating an absolute standard.

That, by forming curves of distribution of grades, a fair guide may be obtained by which to judge the relative position of different classes or groups measured according to the same system, although that system may not be identical with the one used in forming the curves of grades.

I have then applied the system to examine the relative position, physically, of two groups of boys—one series of observations falling within the period dealt with by the Anthropometric Committee, the other the most recent which I could obtain—in order to determine, as far as possible, whether there is any reason to fear that the class of boys observed has deteriorated physically in the meantime, owing to injudicious treatment in early youth or any other cause.

If there were any such deterioration, I should expect that, even in the limited number examined, the dotted line would fall below the continuous line in Figs. 6 and 7, and I should look for this more especially on the extreme right of 6 and 7.

I find, as a matter of fact, that the reverse of this is the case, and the very remarkable similarity observable at this end of the curves between Fig. 7 and Fig. 4, in which the effect of a short period of careful physical training upon the chest girth of a group of boys is shown, leads me to infer that more care is now bestowed upon the proper training of the young than was the case twenty years ago, and that the feeling of alarm lest we should be going backward in this respect may safely give way to one of confidence that we are moving forward—slowly, it may be, but on the whole forward.

CECIL HAWKINS.

THE BEGINNINGS OF NUMBER STUDY.

OF all the subjects of the school curriculum, number is perhaps the one that has the best chance of being intelligently taught. There is a very general agreement as to its utility, there are excellent books both for teacher and pupil, and

it can easily be brought into touch with the life of the child, and made interesting; and yet any one who is acquainted with the arithmetic practically taught in many schools will know how great is the need of a radical reform.

Two tragic experiences will serve to illustrate this need. A little girl of eight, fresh from a kindergarten mistress, and "knowing all the rules," was set to add units, tens, and hundreds. The column looked unusually thin, and she set to work with a bright face. The sum of the units was seven. Five minutes later she was sitting disconsolately gazing at her paper; and, when she was asked what was the matter, the poor child replied in an aggrieved tone: "I know you *ought* to carry!" A little boy in a primary school was one day noticed sitting with idle pencil before a problem in multiplication. When the teacher good-naturedly offered to help him, the lad looked up vaguely, and repeated lugubriously: "You've got to borrrer—you've got to borrrer!"

A certain experience of the examination papers of small boys, and of work done in class by little girls, leads me to believe that this state of mental fog is by no means uncommon, though, no doubt, in many schools it would be impossible.

It has lately fallen to my lot to be able to experiment with children whose minds were, for all practical purposes, a blank on the subject of number; and I have had it more firmly than ever impressed upon my mind that in dealing with number the teacher must distinguish three necessary elements—the name of the group, the sign for the group, and the group itself. Of these, by far the easiest to acquire is the name, the most difficult is the group; but more difficult still is the connexion of the three. In fact, I am strongly of opinion that some people never complete the connexion at all. There have been intelligent grown-up people not immediately sure, if a herring and a half cost $1\frac{1}{2}d.$, what would be the cost of a dozen; or, if a bottle of beer cost altogether $1\frac{3}{4}d.$, and the cost of the bottle was one-sixth of the cost of the beer, what would be the cost of the bottle. A very able man once gravely proposed to solve this latter problem by algebra!

The child soon learns to count; that is, he learns a certain sequence of words. He also learns to recognize and reproduce the figures that form the signs for these words; but he may attach no real meaning to either word or sign, and children can be found dividing where they should multiply, and contentedly subtracting the greater from the less and producing a large remainder.

Sound, sign, and sense ought to go together from the first; group study, as the most important, should receive the most attention, and should consist of two distinct parts: first, group recognition; and, secondly, group imagination. The following experience will illustrate this proposition.

A very intelligent little boy of five had learnt, under a kindergarten mistress, to count rapidly up to twenty, to write all the figures (he was rather hazy about their names), and to make conventional patterns with dots. He was shown three pencils and asked how many there were. He did not know, but, after counting them slowly, he carefully announced that there were three. (Observe that it was the familiar sequence of words alone that led him to this conclusion.) One pencil was added to the three, and he was asked: "How many are there now?"

He did not know.

"What does three and one make?"

"Four," was the prompt reply; evidently he had heard that before.

"Well, I had three pencils to begin with, now I have one more; how many pencils does that make?"

"I don't know, I'll see."

So the child counted the pencils all over again and found that there were four.

After a little story about the four pencils, which were held up before him all the time, the experimenter took the pencils two in each hand, held up one hand, and hid the other behind her back.

"How many pencils can you see?" she asked.

"One, two—two."

"How many are there in my other hand?"

"I don't know, I can't see them. Show them to me, please, and I'll count."

"No, I don't want you to count, I want you to think. How many had I just now in this hand?"

"Four."

"And now there are only two. What have I done with the rest?"

"You have put them in the other hand."

"How many must there be in the other hand?"

"I can't see."

"What does two from four leave?"

Here was another familiar sequence of words, and the answer came at once, "Two."

The other hand was now shown, and the experiment concluded with:—

"And two pencils from four pencils leave two pencils."

Of course teachers will see at once that this was not a lesson; it was simply a voyage of discovery. The child was not stupid, and he was not naughty: his attention had never chanced to be directed to number as an aspect of the things around him; the names of numbers were to him merely a certain sequence of words attached to certain signs. The process of counting in the case of this child might better be termed "ordering" than "numbering." "Four" was rather the name of the last pencil than the name of the whole group.

A little girl, aged three years and ten months, one day showed very clearly how little she yet grasped the existence of the group. She was counting the fingers on the hand of a friend who was holding the thumb and little finger doubled down. "One, two, three"—the child repeated again and again with evident enjoyment. Presently her friend raised the little finger and doubled down the forefinger instead. The child once more counted "One, two, three"; but in a puzzled and dissatisfied tone, and instantly pointing to the third finger added—"No, this is three."

In Prof. Sully's "Studies of Childhood" this failure to realize groups is illustrated. Children under six, when they draw a man, represent only plurality of fingers; the actual number is immaterial. The same fact may be observed in the drawings collected by Earl Barnes. The child C. in Prof. Sully's Study, at the age of three years and three months, used the names of numbers as names for different beads. At the age of four years and two months he could "define the relations of the simple numbers, saying that four was one less than five, and so on"; and yet he was obliged to resort to the old familiar sequence of words when he wanted to find out what four crab apples and two crab apples would make. He appears, from what follows (page 469), to have had a very fair grasp of four, but between four and five there seems often to be a great stride. This has seemed to me to be due to the fact that many people, like myself, instantaneously recognize no more than four, unless objects are arranged like the pips on playing cards. But, whether a group is instantaneously recognized or is recognized after a rapid agglomeration of the smaller groups that form it, whether it appears as simple or as composite, is a comparatively unimportant consideration. What we want is a recognition that is quick enough and clear enough to produce a distinct mental picture. It is not well that a kindly lady of average intelligence should be able to say, when asked to contribute cakes for a school treat: "I should not mind sending one-half of the number, or even one-third, if you like."

If a short time every week is given to the testing of group work, it is easy to find out where the children are. The teacher may show groups of objects, and let the children write in figures and symbols the meaning of what they see; or the children may be told to show, by means of dots in their books or of counters on their desks, the meaning of such expressions as $3d. \times 2$, $3 \times 2d.$, $1s. 6d. + 9d.$, or $1s. 6d. + 9$.

One word, in conclusion, as to the use of conventional patterns of dots. These may be most helpful when they supplement a great deal of work with various kinds of units; if used alone, they often become to the child only another form of figure. He gets to know the look of the pattern just as he knows the look of the figure; but he may no more distinguish the separate dots that make up the pattern than the separate curves that make up the figure. If he is to get any true idea of number, he must begin by counting many different kinds of things, giving his mind to what he is doing, and carefully recording the results of his investigations, both in spoken word and in written sign. In this way he is encouraged to associate the name and the sign with the group to which they refer. Nothing need be said to him about groups or signs, but the conviction will gradually soak into his mind that every figure has a name, and that figures represent some definite repetition. M.

INTELLECTUAL PROLETAIRES IN IRELAND.

By ONE OF THEM.

ATTENTION has recently been directed to the overcrowding of the professions in France, owing to the excessive output of the Universities. It deserves to be known that there is also in Ireland an academic proletariat mainly due to the same cause, notwithstanding the demand for an additional University. Let me, however, at the outset, guard against the suspicion of being opposed to the grant of such a University as has been long called for by the overwhelming majority of the people of Ireland, and has been as good as promised over and over again by the present administration. That concession may be regarded as necessary to efface the effects of the penal laws which have, unhappily, continued, in a considerable degree, to exercise a baleful influence long after they have disappeared from the statute-book. Besides, it is of the essence of good government to do something extra towards satisfying the claims of a people who had so long been the victims of a course of legislation at once iniquitous and oppressive.

There are at present two Universities in Ireland; and two Universities ought to be ample provision for a small and declining population if the institutions had been established on a basis suited to the wants and wishes of the people. The Royal University is no more than an examining body; and Trinity College, the old "Dublin University," is a seminary for the aristocrats and plutocrats, not for the people of limited means. I say nothing about "Trinity" as regards the religious aspect of the question; but, as it appears to me, one feature of that institution puts it out of the reach of the Catholic population generally—the exorbitant exactions under the head of "fees" of various kinds. From "entrance" to degree, these amount to £83. 4s., made up in this way: payment on entrance, £15; tutor's fees (for each undergraduate year, £16. 16s., that is, for the four years), £67. 4s.; and, lastly, £1 additional on taking B.A. degree. Externs who aspire to the T.C.D. degrees can attain their object only by passing *two* examinations in each of the four undergraduate years, and are required to pay the full amount of fees for "tuition" (which they don't receive), as well as for "entrance" and "degree." For less than a tenth of this outlay one may now have the degree of the Royal University. What follows is, therefore, more for the consideration of those who are already satisfied of the justice and necessity of further academical facilities in Ireland than for the use of those who, for any reason, are opposed to the claim.

Even as matters stand, *we are making too many learned men in Ireland*. What, then, will it be when we have a University more in consonance with the majority of the people? It is no easy to see how the improvement will come in. Since the establishment of the Royal University in 1880 the country is so overstocked with young graduates that a little more of it and they will be ready to eat one another. We are making too many barristers (but, I suppose, that would apply at any time). We have certainly a superabundance of solicitors; even in the smaller market towns it is nothing unusual now to find half-a-dozen solicitors—generally young hands—competing for a livelihood at the expense of rustic litigants. And, as for medical men, they will soon be, if they are not already, a prominent element among Irish emigrants. He is the lucky man who, on taking out his qualification, can manage to get appointed to a rural dispensary district worth, say, £80 a year. Without some such assured provision he may not hope to live on the proceeds of his practice; and, as the number of such appointments is limited, while the number of applicants goes on increasing in something like geometrical ratio, the *proletaire* element in the medical profession is far from inconsiderable, and the existence of such element must very injuriously affect the faculty generally.

But it is in the teaching profession—if one may apply so respectable a term to so poor a business—that the effects of over-supply are most keenly felt. This applies to all the "higher" schools, but more especially to the intermediate schools and colleges under Catholic clerical management. I speak of the position of lay teachers, for in almost every "college" represented at the annual competitions of the Board of Intermediate Education there is a lay element on the staff. Now these men are, as a rule, distinguished graduates, while some of them have obtained the rank of "first class" under the Board of

National Education—a qualification which, in respect of the duties for which the men are employed, ought to take precedence of the degree. Some laymen in these schools have the University diploma *and* the "first class" certificate of the National Education Board. Now, what is the ordinary rate of remuneration for such men in the Catholic intermediate colleges and schools? I can answer with the certainty that comes of hard experience, and I undertake to say that there are more salaries *under* than *over* £100 a year, for the average duty of five hours a day! The position of the National school teachers is very far from what it ought to be; but even the "second class" teachers of such schools are better off than nine-tenths of the men who are dubbed "professors" in the intermediate schools. I know only one man who is there paid so high as £160 a year; there may be one or two at £150; but these are exceptional cases. The high-water mark appears to be at £120 a year, and few they are who have so much. There is at present at least one Inspector of National Schools who, as "professor" in an intermediate school, worked for £80 a year, giving an average of five hours' duty in the day. I could mention a man of high qualifications and considerable experience who is at present doing the professor in a Catholic college, three hours a day, for £70 a year; and, if he were to strike work, there would be a rush of "University men" for his position.

Here is a good illustration of the condition of many University men at the present time in Ireland. Some thirty years ago a young priest was appointed, by his bishop, professor in the diocesan seminary or "college," as it has become more usual to say. The salary was £40 a year, with maintenance in the college. The young professor was a man of more than ordinary talent, and he soon began to "kick" against the wretched pittance paid under the name of salary; whereupon his diocesan removed him to a curacy in a remote country parish. Years roll on, and the brilliant young cleric is himself raised to the episcopal charge of another diocese. With praiseworthy zeal he establishes a seminary or college more suited to the wants of his diocese, and, curiously enough, he fixes the remuneration for both clerical and lay resident "professors" at £40 a year, with maintenance—the very thing he had himself quarrelled with a quarter of a century before! Now, one may wonder that a great man would put it in the power of his biographer to place on record so glaring an instance of human inconsistency. For it must not be forgotten that £40 a year is, at the present, very poor as compared with what it was twenty-five or thirty years ago. Yet the distinguished prelate may not be so much to blame; if he were to take full advantage of the market, he need not offer a lay professor so much as £40 and maintenance (for about forty weeks in the year). I have not the least doubt that, if he were to offer only £20 instead of £40, he would still find an embarrassing abundance of applications from young men loaded with academic distinctions, and applications also from men of experience who have been ousted by competitors, willing to grab at anything that offers even temporary relief.

I am afraid it would be only too near the mark to say "I'll fairs the land where nothing accumulates but University graduates," and that is the case in Ireland even now. The University question has been raised, and will not be lost sight of till it has been satisfactorily disposed of. But even the settlement of this question would go a short way towards removing the grievances of a country over which, from time to time, famine spreads its ghastly horrors. Let the academic question be settled, by all means; but let it not be forgotten that it is not of urgency comparable to that for some effective measure for developing the industrial resources of the country—some means of checking the continuous rush to foreign lands to avoid the dread conflict with starvation at home.

COLONIAL AND FOREIGN NOTES.

GERMANY.

THE new Commercial University at Leipzig continues to flourish. At the beginning of this term there were 79 fresh entries, including 35 business men, 3 booksellers, 11 students from the Universities, and 13 students entering direct from schools. There are already about treble

the number of students that was expected, and it is said that there is every prospect of this number being increased next Easter. This success may have had some influence on the decision of the Prussian Government to start a similar course in connexion with the Technical College at Aachen. The new institution will have its own governing body, consisting of the *Rektor* of the Technical College, three other professors, and further three members representing the Aachen Chamber of Commerce and two other societies, which have combined to guarantee the expenses of the experiment for the next ten years. A unique feature is the introduction of a special commercial-technical side intended for those who are concerned in the great industrial undertakings.

The new regulations for the examination of teachers in secondary schools in Prussia have been lately published. The "Commissions" for the various provinces consist, as they did before, chiefly of University teachers and schoolmasters, but the regulation which requires the chairman to belong to the latter category is an innovation of some importance. It will probably be right to interpret the term "schoolmaster" as including school inspectors, who, in the majority of cases, are ex-headmasters. A minimum course of study of three years at a University is required from all candidates, but those who offer mathematics, physics, or chemistry may reckon a period of study at a technical college (of which there are three in Prussia) not exceeding three half-years. This is, to some extent, a recognition of the equality in standing of University and technical college; but will the mathematical student who has studied at the technical college return to the University and the *Prüfungs-Kommission*? Is it not likely that the more intensive study of applied mathematics will lead him to other fields of work than that of teaching? A similar concession of foreign study is granted also to candidates for the Diploma in Modern Languages—they may spend a year abroad at a University in the country of which they are studying the language.

In one respect these new regulations will partially relieve the strain of which the teachers of modern languages have long complained. The University instruction, they contended, had in their *Fach* far less connexion with the requirements of the school than was the case with the classical scholar or mathematician. The residence abroad will give them just that opportunity of studying the present culture of the foreign people which they miss at the University. Thus, perhaps, their special burden may be relieved; but they share with their other colleagues the evils of the general overpressure that at present exists. Prof. Dahn, of Brunswick, read a paper on this subject at the meeting of scientists and doctors held at Düsseldorf last September. His account was based on numerous reports received from various parts of Germany, and the special statement of Prof. Wittig, of Cassel, distinctly show how unnecessarily the headmasters of secondary schools are overtaxed with purely clerical work, in many cases more suited to a "boy copyist" than to a secretary. The refusal to establish a regular office is due to the same policy of parsimony which compels a headmaster to substitute *Hilfslehrer* for *Oberlehrer*. Some of the figures adduced to prove the existence of overpressure are sufficiently startling. In Prussia nearly 40 per cent. die at an average age of thirty-nine; the average age at death is fifty-seven and a half years.

Prof. Dahn's own strictures strike very deep at the Prussian system. He disapproves the ubiquitous "special teacher"; which makes it possible for the whole time of one teacher to be spent in giving sixteen hours' instruction in arithmetic and eight in natural history to parallel divisions of the lowest two classes. The Professor acknowledges that this system has quantitatively improved the results in the different branches, but adds: "Is it not possible to have too much of a good thing? Is there no danger that this overmuch learning will lead our nation to ruin or at least to decline? The teachers are slowly killed, some by the excessive amount of 'corrections,' others by the monotony of the instruction. Worst of all is the generally admitted fact that the pupils of to-day are incapable of independent work. Without private instruction they are incapable of filling up the gaps in their knowledge to which their attention has been drawn. Even sixth form boys only do the work that is set them. There is a real danger that in the near future the school will only produce wares of a middling quality."

As with us, there is a tendency in Germany to increase the sphere of influence of political economy. Prof. Wagner, of Berlin, insisted strongly on the advantages to be derived by *Juristen* from this study, and urges its inclusion in the first State examination for law students. It should be added that it is from this class that the superior officers of the Prussian Civil Service are drawn. In criticizing the conduct of a high Church official, who had expressed his horror at the idea of a theological student attending lectures on finance, Prof. Wagner remarked that at that very time a Catholic bishop had sent a number of his clergy to Berlin to make a special study of economic science.

In an article on the "Deutsche Schule," Herr Tews, of Berlin, returns to the question of the training of elementary schoolmasters. The difficulties that stand in the way of definitely substituting one of the higher schools for the special institutions that now prepare intending teachers for the *Seminar* lead him to make some revolutionary proposals. One of the main difficulties is the difference of curriculum; so Herr Tews suggests that a *Gymnasium* with a five years' course should

be superposed on the ordinary elementary school. Such institutions would at first exist side by side with those of the present time; but the hope is expressed that the result would be the general introduction of the universal primary school. The progress from the primary to the secondary school would thus be rendered easier; but it would only be the cleverer children who would proceed to the higher school. "And this would be a great advantage. It is not to our interest that every stupid boy whose parents possess the necessary means should be drilled for ten years or so, and that also largely at the expense of the State, in order to produce at the end no or only moderate results."

The royal administrative authorities at Danzig have summarized the electoral duties of the elementary schoolmaster in the following circular:—"It often occurs that the members of a teacher's family, more particularly his wife, make use of the Polish language, that the teacher, without any active opposition, allows his children to be prepared for confirmation in Polish, and, lastly, at elections, in which German and Pole are the principal opposing elements, the teacher thinks he has sufficiently done his duty if he does not vote for the Pole, but abstains from voting. A due appreciation of the duties imposed by the Minute of the Council of State, of April 12, this year, would not permit the teacher's house to become the home of the Polish language. In all contested elections it is by no means sufficient for the teacher, in pure impartiality, to stand aside, but he is bound on such occasions boldly and indubitably to profess his German sentiment."

FRANCE.

At the inaugural banquet of the new Educational Press Association, certain words fell from M. Liard, Director of Higher (*i.e.* University) Education, which, though he humorously begged they should not be made public, will come to the knowledge, we hope, of every educational newspaper in the world. "I am," he said, "already an old administrator, and old age means slavery to routine; the innovator, the revolutionary even, becomes at last a traditionalist. This is a law of nature, to which even we administrators are subject, whoever we may be, however full of good intentions, and however enthusiastic for progress. We need then, to save us from ourselves, some outside stimulus, something which shall keep us ever on the alert, and prevent us at times from falling asleep on the downy pillow of custom." Editors will no doubt take the hint.

Francisque Sarcey, who was once a schoolmaster, and is to-day perhaps the best known journalist in France, called attention the other day in the *Temps*, in his own inimitable manner, to a source of waste of teaching-energy that is too often overlooked. "One of the heaviest burdens of the teacher," he says, "is the correction of exercises—a piece of work that does much less good to the boy than it does harm to his master. . . . My friend Gustave Merlet, whose memory is still so honoured in Paris, had a correcting mania. He would annotate at a sitting with his own hand, and with a conscientiousness that was only equalled by his zeal, sixty Latin compositions of at least four pages each, and as many French essays, rising from the work more dead than alive. His eyes, weak at the best, red and inflamed, his mind befogged. He was an old schoolfellow of mine. I ventured one day to take him to task. 'You are killing yourself,' I said; 'neither health nor sight can stand such incessant wear and tear. Your class, too, suffers, for how can you possibly come fresh to your work after struggling pen in hand through a couple of hundred pages of bad Latin?' 'What am I to do?' he answered; 'most of my pupils are ambitious and indefatigable. If the work on which they spend so much pains did not in due course come back to them with my corrections and criticisms, it would break their hearts. They would think I was neglecting them, and would end by taking no further trouble.' There may have been something in what he said, but, at the same time, every pupil of Merlet's knows that this excessive labour killed him, and that, had he lived, his eyes were doomed. Nor was Merlet an exception. . . . I myself remember many a long hour spent by lamp-light in underscoring solecisms, and making crooked passages straight, for boys who would scarcely deign to throw a careless glance at my pencil strokes, and the very next day would commit the same blunders over again with a light heart. . . . I still hold that so much correction is a weary, thankless task, that it bears much less fruit than is commonly supposed, and that other methods might easily be devised which would do less harm and more good." Better methods there undoubtedly must be. Will not some of those who have already found a more excellent way help the rest of us to walk in it?

INDIA.

The future of India hides in it gladness or sorrow for herself and for us, according as her children are educated in wisdom or in folly. Signs of both are evident enough in most countries—though observers may not always agree—and India's average, even though all we read of folly be true, is really no worse than that of nations with ten times her opportunities. At the moment that Mr. Theodore Beck is convicting the existing Universities of folly, Mr. Tata's generous wisdom proposes

the foundation of a new University, which shall be ideal; at the moment that the new Viceroy shows himself educationally unsound, the new Metropolitan, with his admirable record, affords compensation.

Mr. Beck, who is the Principal of the Aligarh Mohammedan College, and has maintained his undergraduate reputation for not mincing matters, writes the following slashing indictment of the existing University system, unfortunately modelled, he reminds us, on the now happily moribund University of London:—"It seems to me that the system of public examinations has grown to such an extent in India that, like a monstrous fungus, it has completely obscured the ultimate objects of education, so that people often talk as if the highest aim of the Indian professor were to produce clerks who could draft official correspondence in tolerably accurate English. But what is his true function? To complete the work of the soldiers and administrators who have created the British Empire, and replaced anarchy and economic chaos by peace and prosperity; to do for the minds of the people what the latter have done for their bodies; to conquer their hearts and unite in a common sentiment the diverse subjects of the Queen; to infuse in the people of India the moral elements of our civilization, the material elements of which have been supplied by the official and the merchant. This work is of supreme importance, both for the future of the Empire and the progress of the people. The general, the statesman, and the administrator cannot do it, for they have not the necessary means; but the schoolmaster and professor can, if they will. . . . Having stated what I conceive to be the true and honourable duty and position of the Indian professor, let me turn for a moment to the miserable reality. Coming from an English University, where he has already heard that the Indian college is a degraded coaching establishment, the newly appointed professor finds, on arrival, that he is not required to lecture, but to cram up a number of large and stupid classes daily in a variety of elementary text-books. He is regarded as neglecting his duty if he gives precedence to real intellectual and moral education over stocking the memories of his pupils with masses of notes and digests which will secure marks for them in the examination. . . . The cause of this is that the Indian colleges and professors are the slaves of Examining Boards to which, by a perversion of language, the name 'University' has been given, whereas the chief function of a real University is to teach. . . . Everything, indeed, in the Indian system is cast-iron, the subjects to be taught, so much and no more, and the books in which to teach them. . . . Another curse of Indian education is the unexampled severity of its pass examinations. This is the cause of which cramming is, and must always be, the effect. I advocate easy pass examinations like those of Oxford and Cambridge, so that the colleges may have time to devote to the manners, morals, physique, and loyalty of their students; that the professors may be able to *lecture*; that the students may have leisure to read outside their text-books. . . . The real difficulty is that in India the examination is a fetish. The idea having taken root that without an examination there can be no education, public examinations have of late increased in number and severity. They have destroyed true ideals of education. The prospects of the schoolmaster who should neglect the art of cramming, in order to inculcate honesty, truthfulness, manliness, and public spirit, would be ruined. This is literally true of all schools except those few outside the malign influence of the percentage of passes. . . . In conclusion, I would add that the Indian professor occupies a unique position with regard to the future loyalty of the nations of India. He is the first Englishman the Indian student comes in contact with, and the student naturally generalizes from him to the rest of the English race. The student is very impressionable and inclined to approach the teacher in the Oriental attitude of son to father. If the professor treat his student with contempt as an object existing solely for the purpose of passing an examination, and thereby raising or lowering the percentage of passes, and show him neither affection, intimacy, nor desire for his welfare, that student will hesitate to believe in the benevolent motives of the British Government. But if, on the other hand, the professor behave as a father to his student, and show regard for his future, the mind and temper of the student become naturally disposed to think well of his English rulers. I know this from experience and for a fact."

Mr. Beck does not stand alone. In another place we read that a serious attempt is to be made to reconstitute the University of Calcutta, which is declared by the reformers to be aiming "at two incompatible ends—to fit men for subordinate positions in Government and mercantile offices, and to give a true University education." By far the most important of the proposed reforms is the creation of an Honours Course, which—will it be believed?—does not yet exist in any Indian University. Another incidental reference to the Universities occurs in the last Report of the Director of Public Instruction in Burma. "Higher education in Burma," he writes, "makes very slow progress: it needs the stimulus of a local University. A recent visit to Calcutta has shown me very clearly that the Calcutta University, however willing to meet the needs of Burma, has more than enough work to do of its own, and cannot do it. . . . Moreover, the lines on which the work of Indian Universities is carried on are not to my mind conducive to a sound education in India; much less, therefore, are they suited to this province."

With school education we find similar dissatisfaction. The official

comment on the Report of the Director of Public Instruction for the North-West Provinces contains, for instance, the following paragraph: "The very serious defects in teaching enumerated above raise doubts in the Lieutenant-Governor's mind as to whether the present system of education is altogether sound, and whether it is not to be blamed in great part for the results. The conclusion of the Director that better qualified teachers are urgently required cannot be gainsaid." Better qualified and better paid, inasmuch as the Director proposes to "do away with salaries of from 2 to 5 rupees a month for village teachers, and of less than 20 rupees for those expected to teach English." Even the *Pioneer*, which is popularly supposed to reflect official opinion, in commenting on this Report, declares the whole system to be "rotten at the core." In another Report we find the Director of Public Instruction in Assam expressing his disappointment thus: "The Assam peasant does not believe that his son's prospects as an agriculturist are improved by sending his child to school, that is, he believes education is detrimental to success in land cultivation as it is practised in Assam. The youth prefers being a clerk on a very small salary to being a farmer, and an influential tea-planter assures me that the distaste for agriculture, which has arisen on account of education [so-called], is so pronounced that he fears the Assamese themselves will, in the near future, lose hold of their tenures or peasant proprietorships, and that the agriculture of the Valley will in all likelihood be conducted by immigrants from other provinces."

Then we have the Resident of Travancore declaring the best remedy for "inefficient schools manned by ignorant schoolmasters ignorantly trying to teach ignorant children" to be a supply of properly trained men; another Resident lamenting the debased literary taste "often unfortunately of those who have had a University training"; a writer in the *Educational Review* complaining that "the system of public education now obtaining in India does not provide for the moral culture of our youths"; and, lastly, the Director of Public Instruction in Bengal expressing the fear that "the present system of Godless training has been more destructive than constructive in its effects, and has created a feeling of scepticism and a spirit of utter irreverence which are sapping the very foundation of the moral side of a student's character." We may add that we have been at no special pains to collect these jeremiads. They are all contained in the last bundle of papers that reach us from India, and were simply noted among other points as we read. Nor are we unaware that there is another side, that great things have certainly been accomplished in the teeth of great obstacles. Our point is rather that, in view of the tremendous issues involved, these signs of dissatisfaction, which in themselves are signs of greater grace, must not be disregarded; and that any remedial measure, whether public or private, must be loyally supported.

We are glad, therefore, to find that, since we first called attention to it some months ago, Mr. Tata's scheme for an Institute of Research has made considerable progress. Financially it stands almost where it did, but its scope has now been much more closely defined; it has been blessed by the Governor of Bombay—nay, with some reservations, by the Viceroy himself—and a draft Bill has been drawn up, to be ready when occasion shall serve. The original idea, of merely adding a post-graduate wing, so to speak, to the existing Bombay University, has been abandoned in favour of the more comprehensive idea of establishing an independent Imperial Teaching University for the whole of India, to consist at first of three departments only—scientific and technical, medical, philosophical and educational. As might have been expected, the proposal to establish a department of education has been taken less seriously than the rest. The Viceregal mind, plumed almost as it landed, naturally felt misgivings about a proposal to "expend sixty thousand rupees a year upon the salaries of professors to teach such subjects as methods of education, ethics and psychology, history and archaeology, and so on," but it may be hoped that a practical acquaintance with the tremendous problem of popular education in a country like India will lead it to see—what other administrative minds have seen long ago—that "it is of little use to spend money on schools if the teachers are inefficient." The Viceroy has doubtless been taught to believe that money spent on the training of primary teachers is well spent, but that from any other point of view the "science of education" is a foolish fraud, with as little bearing on human life as the "science of astrology." But, whatever his belief, if the leaders of thought in India are determined and united, he should at least be restrained from doing harm.

To carry out the scheme elaborated by Mr. Tata's Committee, an initial expenditure of about fifteen lakhs of rupees will be required, with an annual income of about three more. Mr. Tata's own offer only covers about half the annual income, but the Committee believe that, when once the scheme has been approved by the Government, and has in consequence taken final form, there will be no difficulty in securing sufficient money from native princes, local governments, and the public generally, to make a beginning. That, it seems to us, will be the time for circulating a public appeal in England.

CALENDAR FOR MARCH.

[Items for next month's Calendar are invited. Matter should reach the office, 3 Broadway, Ludgate Hill, London, E.C., by the 23rd inst.]

- 2.—College of Preceptors, 7 p.m. Continuation of Lectures on "The Science, Art, and History of Education," by Prof. James Sully, M.A., LL.D.
- 2.—Parents' National Education Union, 20 Stratford Place, Hyde Park (by kind permission of Mrs. Mudie Cooke), G. M. Freeman, Esq., Q.C., in the chair, 5.30 p.m. Lecture on "Dr. Arnold, of Rugby," by M. Sadler, Esq., M.A.
- 3, 17.—University Hall, Gordon Square, 8 p.m. Lectures on "Psychology and its Relation to Child-Study and Education," by H. Holman, M.A., H.M.I.
- 5.—Passmore Edwards Settlement, Tavistock Place, W.C., 6.30 p.m. Lecture on "The Children's Progress," by Miss C. Collett, M.A.
- 7.—Dr. Williams's Library, Gordon Square, W.C., 8 p.m. Lecture on "Folk-lore as an Adjunct of History," with illustrations from children's games, by Lawrence Gomme, Esq. (Teachers' Guild.)
- 8.—University College, Gower Street, 8.30 p.m. Lecture on "History of an Apocryphal Letter of Jesus Christ on the Observance of the Sabbath," by Prof. R. Priebisch.
- 9.—Girls' High School, 63 South Side, Clapham Common, 8 p.m. Paper on "The Physical Training of Girls in Secondary Schools," by Mrs. Woodhouse. (Teachers' Guild.)
- 12.—Passmore-Edwards Settlement, Tavistock Place, W.C., 6.30 p.m. Lecture on "The Teaching of Morality," by Prof. J. H. Muirhead.
- 15.—Post Translations for *Journal of Education* Competition.
- 17.—Chemistry Theatre, University College, 8 p.m. Lecture on "The Gases of the Atmosphere," with experiments, by Morris W. Travers, Esq., B.Sc. (Teachers' Guild.)
- 23.—Post School News, items for this Calendar, &c., and all Advertisements for March issue of the *Journal of Education*.
- 26 (first post).—Latest time for receiving urgent prepaid school and teachers' advertisements for the March issue of the *Journal of Education*.

N.B.—By an oversight, Prof. Platt's lectures on Homer's "Odyssey" at University College, London, were announced in a previous Calendar for the current term, instead of NEXT term.

The April issue of the *Journal of Education* will be published on Thursday, March 30.

JOTTINGS.

As we are going to press we have received a parliamentary paper—*to wit*, a minute of "My Lords" on the Report of the Select Committee on the Museums of the Science and Art Department. "My Lords" affirm that, in spite of the unfavourable Report, "they retain the fullest confidence in Sir John Donnelly and his colleagues"; that the Report contains many inaccuracies and some inconsistencies; that the insinuations of nepotism and of dismissal of officers because of the evidence they gave to the Committee are devoid of any foundation in fact. Whether this minute will remove the general impression that the Report left on the public of incompetence (as in the matter of cataloguing), of wrongful dismissal (as in the case of Mr. Weld), and of nepotism (a charge that "My Lords" seek only to minimize), we will not now inquire. We content ourselves for the present with noting that the Chairman of the Committee whose Report is thus torn to rags and tatters was Sir John Gorst.

A LEARNED DIVINE.—Scene: An "At Home" at Clapham Common. The lady of the house to a young Fellow of Balliol who has just entered: "I do so want to introduce you to Prebendary Simpkinson. He is a most learned man. When he was a younger man, so he told me himself, he read through one Long Vacation the whole of the Gospel of St. John in the original."

WE grieve to hear that Mr. E. Pinches, the well known Treasurer of the College of Preceptors, has had a slight seizure of paralysis, from which, however, he is speedily recovering.

WE are glad to hear that the Association of Headmasters are calling the attention of the Endowed Schools Commission to the wholesale dismissal of assistant-masters at Grantham Grammar School.

AT the Annual Dinner of the St. John's Foundation School, Leatherhead, subscriptions to the amount of £2,600 were announced.

MISS E. P. HUGHES has signified her intention of resigning the Principalship of the Cambridge Training College at Easter. When she took the post over fifteen years ago it was literally a case of "love in a cottage." The cottage has turned, not indeed into a palace, but into an admirably fitted college full to overflowing. In addition to her work at Cambridge, Miss Hughes has served on the Council of the Teachers' Guild, the College of Preceptors, and a dozen other educational bodies; in short, wherever good work has been forward in England or the Principality, she has been in the front of the fray. The marvel is not that she should have temporarily broken down, but that she should have so long stood the strain. The Council state that the emoluments of the post are £300 a year and free residence.

ANOTHER vacancy, of which the first announcement appears in our advertisement columns, will be caused by the retirement of Dr. Wormell at Midsummer, when he will have completed his twenty-fifth year as Headmaster of the City and Corporation Schools. He, too, as a Royal Commissioner, a Vice-President of the College of Preceptors, and leading member of the Incorporated Association of Headmasters, and in a hundred other ways, has toiled hugely. The income of the Headmaster depends largely on capitation fees, but it has hitherto ranged between £800 and £900 a year.

A NEW edition of Canon Isaac Taylor's "History of the Alphabet," in two volumes, has just been issued at one guinea. Philologists will welcome the reappearance of this *costly* work (in both senses of the word). The original outlay in printing must have been very considerable.

"THE Greeks, by trying, took Troy," and, after more than ten years' sitting before the gates, the women have, at last, entered in triumph the University of Berlin, the Senate and the Prussian Government yielding at discretion on February 8. Fraulein Elsa Neumann was, with due ceremony, admitted as "Magister Artium Liberalium et Doctor Philosophiae," her diploma being endorsed "cum laude."

MR. ROOPER has a happy knack of grasping a problem and stating it clearly. At an entertainment given by Mr. Medd to the carpentry class of the Stratton School, he thus summed up the essential conditions of manual training in village schools: (1) It must be closely connected with the other studies; (2) exercise brains as well as hand; (3) help as a preparation for the business of practical life. Apparently the youth who sent up to Mr. Rooper the statement that blackberries were the fruit of the thistle tree had not been so trained.

MR. ROBSON has obtained leave to bring in his Bill for raising the age of the half-timer. The second reading is fixed for March 17.

THE following question and answer in the House are interesting:—"Mr. Bousfield asked the Vice-President on February 16 whether complaints have been received by the Science and Art Department from schools of art or from science and art classes connected with the Department, to the effect that their efficiency is crippled and their existence imperilled by the competition of free classes providing advanced instruction in science and art, and established and maintained by the School Board for London, in contravention of Clause VII. of the Department's 'Directory'; and whether he is aware of any statutory authority enabling School Boards to charge upon the school fund any portion of the cost of instruction given to pupils who are not earning Parliamentary grants in accordance with the minutes of the Education Department, but are registered in day or evening schools under the Department of Science and Art? Sir John Gorst replied: Yes; such representations have been received. The Committee of Council on Education have always been of opinion that the school fund cannot legally be applied to supply instruction which is not under the Day School or Evening School Code of the Education Department. This opinion of the Committee of Council was communicated to the London School Board in a letter from the Department of Science and Art of January 20, 1888."

SIR JOHN GORST announced in the House that the Education Department had sanctioned a scheme for a residential Church of England Training College, on condition that provision is made for at least an equal number of day students, who are to be admitted under a strict conscience clause.

ENGLISH student-teachers in French training colleges pay 400 francs (£16) a year, and give a little assistance in the teaching of English in return for board and instruction in French. They must be over eighteen and under thirty years of age. The next examination of candidates for vacancies will occur in October, 1899, and will be held at Newnham College, Cambridge, during Easter week. For forms of application candidates should write to Miss Alice Gardner, Newnham

College, Cambridge; or to the Secretary of the Franco-English Guild, 6 Rue de la Sorbonne, Paris.

IN connexion with the Passmore Edwards Settlement, the London School Board has, with the consent of the Department, resolved to establish a school for physically defective children.

THE particulars of the French Holiday Courses at Lisieux and Tours can now be obtained from 74 Gower Street.

THE Budget of the Technical Education Committee of the Cheshire County Council awards the sum of £3,280 for scholarships.

IN spite of the efforts of the Rev. J. Stratton to put down "cruel sports" at Eton, the boys are erecting new kennels for their beagles.

FOUR HUNDRED AND SEVENTY-THREE elementary schools are now affiliated to the London Schools' Swimming Association. Forty thousand children have received instruction during the year, and 14,000 have learnt to swim; 3,000 of these have received first-class certificates.

THREE are now sixteen University colleges in England.

HERE is a curious case of the ignorance on the part of a parent of what his son was doing at school. The father wrote to the headmaster saying that his boy showed a distinct taste for drawing and asking that he might be allowed to learn that subject. The headmaster's reply was, briefly: "Your son has been learning drawing for two years and a half, and on two occasions has been publicly presented with certificates from the Science and Art Department."

THE shareholders of the Nut and Bolt Company have contributed £5,000 to the proposed University at Birmingham. In proposing the contribution, the chairman said that the directors expected first an independent chair for teaching mechanical engineering in the highest sense of the term; second, an independent chair for instruction in all classes of mining; third, an independent chair for instruction in the science of metallurgy; and, fourth, an independent chair for commercial instruction, including accountancy and modern languages.

THIS, according to the *Daily Mail*, is the way in which a man is now "sent down" from Cambridge:—"What at first sight appeared to be a funeral procession passed through the principal street of Cambridge yesterday afternoon. But there was no funeral, for instead of the customary hearse an open landau led the way, and in it were seated three undergraduates, who, though they wore the 'trappings and the suits of woe,' wore them very lightly. Following the open carriage, which contained the unfortunate 'undergrad' and two of his friends, were as many as nineteen hansom cabs with draped whips and with the blinds down. In the leading cabs were the chief mourners, who wore crape and other mourning. On arriving at the station, three groans were given for the Queens' don, and three cheers for the hero of the afternoon, who, in response to cries for a speech, said: 'Gentlemen, I must thank you all for this loyal demonstration. It makes me very pleased, especially in view of the circumstances under which I depart.' (Loud cheers.) Before the train left, the company formed up by the side of the train, and whistled the 'Dead March.' Ringing cheers were given as the engine steamed out of the station."

THE same paper has an amusing, if somewhat inconclusive, report from Chicago:—"The faculty of the College of Physicians and Surgeons yesterday suspended Prof. Wiggin, one of the lecturers, for the remainder of the term, the young women attending his class having accused him of using indelicate language in his lectures. While lecturing recently on the digestive systems of the two sexes, Prof. Wiggin said: 'Woman is nothing but a two-legged, dyspeptic owl.' One lady student arose and protested, but was hissed by the young men, and the women then withdrew and complained to the faculty. The young men uphold Prof. Wiggin, demand his reinstatement, and threaten to withdraw from the college and attend an institution where women are barred. They say that draped subjects and society talk are out of place in the dissecting-room. About thirty women attend the college. Some of the professors strongly object to mixed classes."

THE following remarks of the Archbishop of Canterbury to the boys of King's School, though overlooked by the reporters, are well worth putting on record. He said "he felt quite sure they were good boys, because he was accustomed to boys and liked them better than any other people in the world. He had two boys, and he could assure them they were the best boys in the world—almost as good as he was when he was a boy. The school must be badly managed if they were bad boys, because boys were naturally inclined to be good." It is the last sentence we wish to emphasize,

MISS BROOKES, B.A., second mistress of Holywell County School, has been appointed Headmistress of the same school.

THE REV. F. W. TRACY, M.A., Headmaster of the South-Eastern College, Ramsgate, has been appointed Headmaster of the United Services College, Westward Ho.

THE REV. E. S. SMITH, M.A., of Hymer's College, Hull, has been appointed Headmaster of Whitchurch Grammar School.

THE Headmistress-ship of the Bedford High School, now vacant by the death of Miss Belcher, is one of the prizes of the profession. The post, when the school is full, is worth £1,200 a year.

THE sixpenny edition of Morell's "Complete Manual of Spelling on the principles of Contrast and Comparison," which Messrs. Cassell & Co. recently issued, has been rapidly exhausted, and one more edition of this popular book is now being printed, making a total of 123,000 copies.

THE Board of Trade has recently issued an elaborate report on the different classes into which the boys and girls attending elementary schools in England and Wales went on leaving school during some complete year. The year selected is 1893-4. From the returns relating to London, it appears that, of the 25,768 boys who left school, between 3 and 4 per cent. went to each of the following trades:—building, wood-working, metal-working, engineering and shipbuilding, clothing, printing and allied trades, newsboy and street vendor; 8 per cent. went to clerical work; 14 per cent. went into shops, and 40 per cent. went as errand, cart, or boat boys. Of 24,175 girls in London, 26 per cent. went into domestic service, 9 per cent. went to dressmaking or millinery, and 43 per cent. remain at home.

THE publication of "Memoirs of R. H. Quick" by the Pitt Press has encouraged some of his old friends to undertake a permanent memorial of his services to education. His unique pedagogic library, as many are aware, has been handed over by his widow to the Teachers' Guild as a usufruct. It is proposed to raise a sum of £500, the interest of which shall be employed in adding to this nucleus, and so forming in time a collection of books worthy to bear the name of the Quick Library. Nearly £100 has already been promised, without any public appeal. Donations may be sent to J. Russell, Esq., University College School, Gower Street, W.C., or Prof. Foster Watson, The University, Aberystwyth, the Hon. Treasurer of the fund.

MISS S. G. ANTHONY, B.A., has been appointed the Headmistress of the Liverpool College for Girls, Huyton, Liverpool.

MR. GUY LEWIS, B.A. Oxon., has been appointed Headmaster of Willaston School (Barker Foundation). The school will be opened in September, 1900.

THE offices of the National Association for the Promotion of Technical and Secondary Education have been removed from 14 Dean's Yard to 10 Queen Anne's Gate, Westminster.

HER MAJESTY in Council has been pleased to appoint the following inspectors of schools:—Mr. Harry Ralph Mines, sub-inspector of the first class; Mr. George Arthur Turner, M.A., late scholar of Trinity College, Cambridge; Mr. Joseph Frank Leaf, M.A., Fellow of Peterhouse, Cambridge; and Mr. Edward Champion Streatfeild, B.A., late scholar of Pembroke College, Cambridge.

ON Shrove Tuesday the annual scramble for the pancake took place at Westminster School, and a small boy (F. A. Ashley) succeeded in emerging triumphant from under a heap of struggling boys, with most of the pancake plastered to his waistcoat. For this he received the time-honoured guinea—luckier than most small boys who happen to be where the pancake falls. These usually have to content themselves with the boast of the smallest of all in a previous scramble. "Only one boy," he said, "was under me; but I was under lots!"—*Globe*.

H.R.H. THE PRINCESS OF WALES has contributed £100 towards the fund now being raised for the enlargement and the improvement of the Alexandra College, Dublin, one of the principal centres of higher education for women in Ireland. The total amount required by the authorities is £7,000.

DR. G. SIMS WOODHEAD, M.D. Edinburgh, has been elected Professor of Pathology at Cambridge, in succession to the late Dr. Kanthack,

MR. M. J. RENDALL has been appointed to the position of second master and master in college at Winchester, in succession to the Rev. G. Richardson, who retires next summer.

MR. ARTHUR THORNTON, M.A., senior science master at Bradford Grammar School, has been appointed Headmaster of the newly instituted Bridlington Grammar School.

THE REV. WILLIAM ROGER DAWSON, M.A., Headmaster of Read's Grammar School, Corby, has been appointed Headmaster of Grantham Grammar School.

MISS G. T. YOUNG, of the Liverpool College for Girls, has been appointed Headmistress of the Edgbaston High School.

THE annual report of the Council of the Girls' Public Day School Company, Ltd., for the year 1898, states that the number of schools remains thirty-four, with 7,039 pupils, as against 7,012 at the date of the last report. The accounts show a profit of £6,961. After providing £2,011 for depreciation, and deducting £107 which stood to the debit of the profit and loss account, the amount available is £4,843. The Council propose, with the sanction of the shareholders, to declare a dividend, free of income tax, at the rate of 4 per cent. per annum, and to carry forward the balance of £624.

At Oxford the following candidates have satisfied the examiners in the newly instituted examination in theory, history, and practice of education:—H. S. Cooke, B.A. Pembroke College, T. M. A. Cooper, M.A. Worcester College; H. J. Hardy, M.A. New College; Frederick A. Leslie-Jones, B.A. Lincoln College; James M. Child, B.A. Jesus College, Cambridge; Emily W. Davison, Royal Holloway College; Mary Grey, B.Litt., Durham College of Science; Edith M. Miller, St. Kentigern's Hostel, Oxford; Ernest W. Read, M.A. Downing College, Cambridge; John W. Yates, B.Sc. Owens College, Manchester.

UNIVERSITIES AND SCHOOLS.

LONDON.

It has been decided that the new regulation in Laws shall not be proceeded with, but reserved for the consideration of the authorities of the reorganized University, and that the examinations in Laws, in and after 1901, shall commence on the third Monday in October, but that the usual January examinations shall continue to be held up to and inclusive of January, 1901.

The Senate having decided to recognize, for the purposes of the examinations in Medicine, the course of physiological lectures and laboratory instruction at Bedford College, subject to the time allotted to physiology being not less than seven hours each week during the course, the college accepted the conditions and has now been added (subject to the formal approval of the Home Secretary), for certificates required for Physiology at the Intermediate Examination in Medicine, to the List of Institutions from which the University receives certificates for degrees in Medicine. The success of Bedford College is also seen in its monopoly of the list in the art, theory, and history of teaching.

The General Medical Council has drafted a rather drastic amendment to the Medical Act, 1858, whereby a person whose name has been removed from the Medical Register by order of the Council shall be so deprived of every medical diploma or degree. This proposal is said to be warmly supported by the profession, but would appear to open the door to possible action of an arbitrary and oppressive nature. On being communicated to the Senate it was referred to the Committee on Examinations in Medicine.

In the matter of the distribution of the Faculties by the Statutory Commission the Senate resolved "that Economics ought not to be comprised within the Faculty of Law." The wonder is that any one should have thought that it should.

A somewhat important change has been made of late in the classification of successful Honours candidates. This change has been objected to by many, and supported by few outside the governing body. It consists in placing the names in each Honours class in a mere alphabetical order instead of, as formerly, in order of merit in each class. This method has just been extended to the M.A., although the names are arranged in one class only at that examination. Any candidate who shall be specially distinguished or gain a medal will be so marked. The ulterior object of the above change seems to appear in Mr. Anstie's "Note" to the Report of the Cowper Commission of 1894. He advocates the change as making it possible to classify internal and external candidates in the new University, and compare their achievements, although they may have taken distinct examinations. This

supposed gain seems a poor set-off against the loss to the candidates who are at the head of the respective Honours classes, and who now (unless specially distinguished) are simply classed as equal to those at the foot of the same classes.

The "Hand Catalogue" to the Library is now in proof, and doubtless will shortly be issued at a low price. The University continues to prosper and to pay its way. The Estimate for the year ending 31st March, 1900, has been approved by the Treasury at a total of £17,949, and is covered by an estimated total of fees to the amount of £17,940, showing an increase of £500 over the receipts from fees during the year now expiring. There is an estimated saving of £100 under examination and library expenses, but increased expenditure in salaries of staff and examiners and in exhibitions and scholarships.

In view of the number and complexity of the examinations, and of other considerations, the examiners in chief are to be relieved from personal attendance at written examinations.

Only three candidates appeared from our Colonies for the last B.A. Examination, a poor show from an "Imperial" point of view. At this examination (pass) 237 candidates failed out of 459, or 52 per cent.

Fifty-four per cent. were rejected in Mixed Mathematics—a very variable subject as to difficulty; in French, 41 per cent.; in Pure Mathematics 32 per cent. failed; in Mental and Moral Philosophy and History, 30 per cent.; Greek, 8 per cent., as against 27 per cent. in Latin and German; in English 22 per cent. failed. One hundred and seventy-six of the candidates were women. Of these 102 passed, 29 in the First Division, and 73 in the Second.

A thesis in Celtic was submitted last year for the D.Lit., but was not approved. There were six passes out of seven candidates for Honours in Mathematics at B.A. and B.Sc., and five passes out of six in Mental and Moral Science.

Only three came up for Classical Honours at B.A., two succeeding, and a lady taking the scholarship—Miss Slater, Newnham, and private study. All twelve took Honours in French. The terrible "ploughing" in Botany seems to be mitigated, three out of five taking Honours at B.Sc., one being counted worthy of the scholarship. Eight out of nineteen obtained Honours in Chemistry at B.Sc., and seventeen out of twenty in Experimental Physics. In English Honours at B.A. twenty-four passed out of thirty-three. Private study was credited with nearly the full lists at Intermediate and Final LL.B.

The London degrees in Music are usually considered hard. This time all failed out of six at the Intermediate Examination; three secured a poor Second Class at the B.Mus. out of twelve; and one out of four the Doctorate.

At the January Matriculation eighteen took Honours. Of these, the first ten (except the third) and two others owed their success to private study *only* (which includes correspondence tuition). Students were disqualified by age for the first and second exhibitions and for the second prize. This result is distinctly encouraging to older and private students.

OXFORD.

The chief event of educational interest during the month just expired has been the admission of Reading College to the privileges of an affiliated college, entitling the students under certain conditions to graduate at Oxford after two years' residence instead of three; in other words, to count two years' residence at Reading as equivalent to one year's residence at Oxford. The steady growth and great success of Reading College is very gratifying to all who are interested in education, and particularly to those who have taken part in promoting the University Extension movement, out of which the college grew. The credit must be divided between Mr. Sadler, who started the idea of developing an active Extension Centre into a permanent educational institution; the authorities of Christ Church, who took up the project with interest, and practically endowed the Principal; the leading citizens and educational authorities of Reading, who gave liberal financial support, and drew together the various teaching bodies, so as to make the college a real educational centre for the town; and Mr. H. J. Mackinder, the first Principal, to whose various gifts and organizing initiative the practical success is so largely due. It was rumoured that the decree would be opposed in Convocation, and the supporters mustered in considerable force; but the report was fortunately baseless. The decree was introduced by Mr. Matheson, who gave a clear statement of the claims of Reading College to admission, and Convocation assented without debate or division.

The various vacancies, created by the death of Prof. Price, on the Boards of the University Chest, Museum, Observatory, and the Bodleian, were filled up by election on February 16. The only contest was in the election of a Curator of the Bodleian, where the two candidates were Mr. R. L. Poole and Mr. Plummer. The qualifications of both candidates were felt to be unimpeachable; but it was known that Mr. Plummer had in his year of office as Proctor rendered valuable service to the Library, and that at a previous vacancy he had been requested to stand for the Curatorship, when for special reasons he was unable. There were other reasons, of no public interest, connected with previous controversies in regard to the Library management, which operated unfavourably (though perhaps rather unfairly) against Mr. Poole.

Anyhow, Mr. Plummer was returned by a majority (on rather a heavy poll) of 39, the votes being 117 to 78.

Considerable interest has been excited by the opening of a new institution which styles itself Ruskin Hall. The object of this foundation is to place the educational advantages of Oxford at the disposal of men of small means. The prospectus contains rather vague proposals, which may be thus summarized:—

The "course" is one year at Oxford and three years' home-reading, on "History, Civil Government, Sociology, and the Results of Science." The students are to learn how "to carry on private investigations successfully." The courses are continuous through the year, but anybody may enter at any time, and stay as long as he pleases; and, if a man cannot reside here at all, he can begin the course at home, and be guided in his study by correspondence.

The charge is 10s. a week for board and lodging, and £6 per annum for tuition; but an anonymous donor has provided a hundred "allowances" of £6, which will relieve those who show "worthiness and capacity" of the tuition fee.

The object is an excellent one; but the first questions are: How, and by whom, will the instruction be given? How will it be made suitable to students of diverse capacity, aims, previous education, and length of residence? In what sense will the students share "the educational advantages of Oxford"? In the absence of information on these elementary points, it is impossible to judge whether the students will at all get what they come for.

It is an interesting example of the curious details of business which come before the Convocation of the University that on Thursday, February 23, the seal was affixed to two documents, one relating to the Isle of Sheppey, the other to a place in Monmouthshire rejoicing in the name of Mynyddislwyn. In the latter case, the University is interested, as mortgagee, in the enfranchisement of a copyhold of a farm called Cwmfelinfach: in the Isle of Sheppey it has a large estate (which suffered some months ago from a disastrous flood), and wishes to be heard, as an interested party, before the Parliamentary Committee which will shortly sit on a private Bill now introduced in the House of Commons.

CAMBRIDGE.

The meeting held at Devonshire House, on January 31, to inaugurate the Cambridge University Association, went off well. The Chancellor, the Vice-Chancellor, Lord Rothschild, Bishop Creighton, Sir Richard Webster, Prof. Jebb, Dr. Butler, and others, spoke eloquently and temperately of the needs of the University, and the far-reaching influence which the proposed Association might have in promoting its interests. Gifts to the University Benefaction Fund, amounting to £29,000, were announced then and there, and it is understood that several thousands more have since been received. About seven hundred persons of distinction have already been enrolled as members of the Association, whose primary purpose is "to enlarge the resources at the disposal of the University for educational work, and for the advancement of knowledge." The Chancellor has thrown himself zealously into the work of organization, and, as the fee for life-membership is to be a single guinea, there is no reason why the Association should fail to include all past and present members of the University. There are 3,487 members in actual residence this term, and probably there are five times as many out of residence.

The Senate, under the stimulus of improved financial prospects, has finally approved the plans for the Sedgwick Museum of Geology, which has so long been on the stocks. Two schemes were offered, a larger and a smaller, and the larger was chosen by a considerable majority. The total cost will be over £40,000, of which £27,000 is in hand from public subscriptions.

The appointment of Prof. Robinson to a Canonry at Westminster and the rectory of St. Margaret's has been received with mingled pleasure and regret. The new Canon has well deserved promotion, but his very merits make seniors and juniors alike loth to lose him from Cambridge. Mr. Leaf, of Peterhouse, who, with Mr. Turner and Mr. Streatfeild, has just been made Inspector of Schools, is another of our resident scholars whom we almost grudge to the larger world.

The Vice-Chancellor's promise to the Borough authorities that the University could and would stop incendiary festivities has been redeemed by the issue of an edict forbidding "persons *in statu pupillari*" from making or lighting bonfires in public places, under pain of rustication, expulsion, &c. The extemporary illuminations in honour of the next military exploit are apparently to be left to Masters of Arts alone.

The merits and defects of the Board of Education Bill were on February 4 expounded by Prof. Jebb, Mr. Swallow, and Dr. Bryce to a large gathering of members of the Senate, convened by the Master of Trinity in his Lodge. The meeting was highly sympathetic, and agreed *nem. con.* to resolutions cordially acknowledging the value of the instalment offered by the Government, and gently insisting on the necessity for enlargement of the scope of the measure. The permanence of the Consultative Committee, its leavening with University members and professional teachers, and the acceptance of University examination in lieu of bureaucratic inspection of secondary schools, were the

improvements demanded. The President and the Vice-President of the Council may now *et ab amico doceri*: the academic criticisms were undoubtedly friendly, but they were firmly held and pointedly expressed.

The Classical Board has given up the trisection of the Tripos, but adheres to its proposals that Part I. shall be taken at the end of the second year, and that it shall not by itself qualify for a degree. Part II. is to include "general" and "special" sections, much as before, and candidates may take their choice. A special Congregation on Saturday, March 11, has been appointed for the voting. This should be convenient for schoolmasters who are interested for or against the new scheme. *Μεταβολή πάντων γλυκύτατον διὰ πολλοῖαν τιμὰ*, is the comment of the *Cambridge Review*.

The Department of Agriculture seems likely to be established without opposition. Contributions amounting to over £2,000 a year for ten years have been offered for its maintenance under the direction of a new professor, and thus no pecuniary burden will be laid on the University. The department has been informally at work for some years, and now teaches some thirty students. It is likely that fuller recognition and equipment will lead to a great increase in the number.

In connexion with the approaching visit of the N.U.T., the Senate has agreed to confer the honorary M.A. degree on Mr. Clancy, the President, and Mr. Yoxall, M.P., the Secretary. The executive of the local Reception Committee are making elaborate arrangements for the entertainment of the Conference. The honorary degree of Litt.D. is to be conferred on Lord Tennyson, of Trinity, the new Governor of South Australia.

Miss Hughes, the founder and Principal of the Training College for Women Teachers, has had, on account of the state of her health, to resign the office she has so long adorned. A new Principal is advertised for; but the electors will have no easy task in finding a successor of like energy, enthusiasm, and skill.

The annual report of the Teachers' Training Syndicate appears in the *Reporter* for February 21. They have in 1898 examined 145 candidates in educational theory, &c., and 140 for certificates of practical efficiency. The reports of the examiners contain many things of interest, and should be studied in detail. The same number of the *Reporter* gives the annual statement of the Day Training College, with an account of the performances of the twenty-one students who attended during the academical year 1897-8. The resolution regarding the training of masters for public schools, adopted at the last meeting of the Headmasters' Conference, has been followed up by practical action on the part of a large number of the headmasters. They express their willingness to make arrangements for receiving "apprentice" teachers and for permitting a "master of method" to visit their schools at intervals for the purpose of giving advice and guidance to probationers and junior masters.

The following elections and appointments have been announced:—Mr. I. L. Tuckett, Fellow of Trinity, to be assistant to the Downing Professor of Medicine; Dr. Kirkpatrick to be a Governor of Harpur's Charity, Bedford; Dr. James to be a Governor of Bury St. Edmunds Grammar School; the Bishop of Bristol (Dr. Browne) to be a Governor of St. Paul's School; Dr. James Smith Reid to be Professor of Ancient History; Dr. G. Sims Woodhead to be Professor of Pathology; Dr. W. Myers and Dr. Sladen to be John Lucas Walker Students in Pathology; Mr. A. E. A. W. Smyth to be Craven Scholar; Mr. J. Toplis to be First Chancellor's Classical Medallist; Mr. J. S. Gardiner, Fellow of Caius, to be Balfour Student in Zoology; Mr. A. W. Hill to be Demonstrator in Botany.

SCOTLAND.

The Annual Conference between members of the Students' Representative Councils of the four Universities was held this year in Edinburgh at the beginning of February. A majority again agreed to urge the University authorities to appoint a Joint Board of Examiners for the degrees in Arts and Science. (Why not rather in Medicine, where alone does a degree carry with it a professional qualification?) "The hall-mark for one," it was argued by one of the speakers, "should be the hall-mark for all. By adopting the proposal, moreover, they would get rid of a lot of the fads of professors." The proposal appears to be due to a somewhat prevalent belief that the standard in some of the Universities is inferior to what it is in others, and to a hope, not quite consistent with that belief, that the examination of a Joint Board would be less unpleasant for the student. In some subjects it may be admitted that a joint examination could easily be established without reducing four independent Universities to competitive cramming establishments, *e.g.*, in classics and modern languages, *provided that the whole examination was*, as in the case of the Preliminary, *upon unprescribed work*. But, if a sufficiently high standard were maintained, it may be safely predicted that the percentage of failures would be much greater than it is at present. A joint examination upon prescribed books, or upon definite periods of history, would prevent lecturers from choosing the subjects in which they took most interest, and from treating them in their own way; it would put an end to the principal characteristic in which the Scottish Universities resemble the German—it would remove such advantage as there is in the professorial,

as distinct from the tutorial, method. Suppose the method applied to philosophy, and the subject in which the Scottish Universities have best maintained a good reputation for original work, as well as for educational stimulus, would inevitably suffer. In recent years, two philosophical professors in Scotland might be regarded as not merely teachers, but as heads of schools of thought—Prof. Bain, of Aberdeen, and Prof. Edward Caird, of Glasgow. Let us imagine the Aberdonian empiricist and the Glasgow Hegelian examined by a body which might quite well in any particular year have consisted exclusively of disciples of Reid and Hamilton!

The system of examination now in use in the Scottish Universities may be far from perfect; but it is a very good compromise between the old plan, which left everything in the hands of the professor, and the system which turns the teacher into the slave of an examining machine. The external examiner shares with the professor or lecturer in the setting of the questions: he reads all the papers, and then submits those on which he is in doubt to the professor. The professor comes in very much as *viva voce* does at Oxford, *i.e.*, to give the student another chance. It would, perhaps, be a good plan if the external examiners were purposely chosen from among the graduates of other Universities than that in which they are to examine. This would be the best way of securing a sufficient uniformity of standard, or, at least, of avoiding the suspicion of too great an inequality.

Prof. Lanciani, the eminent Roman archæologist, has been invited by the Senatus of St. Andrews to give the next course of Gifford Lectures at that University.

Emeritus Professor John Forbes, who died recently at Aberdeen, was, perhaps, the oldest graduate of any University in the country. He was born in 1802, and took his degree in Marischal College in 1819. He was for many years the head of Donaldson's Hospital in Edinburgh. He was a learned Orientalist of the old type, and was Professor of Hebrew in Aberdeen from 1870 to 1887. By his family traditions and by his own great age he was a link with much that now seems far away. He had seen and talked with Goethe in 1828, and he had spoken with men who had been "out in the '45." Another Emeritus-Professor of Aberdeen has died more recently—the veteran anatomist, Sir John Struthers, a zealous and successful advocate of improved medical education.

By the deaths of Prof. Coats and Prof. Rutherford, the chair of Pathology in Glasgow and the chair of Physiology in Edinburgh are vacant.

IRELAND.

There is perhaps at present in Ireland no subject so much engrossing public attention as that of education. We have, on the one hand, Mr. Balfour's scheme for the settling of the Irish University problem, and, on the other, the results of the oral evidence given before the Intermediate Commission, which, after sitting for six weeks, has just now concluded (for the present at least) the examination of witnesses.

So far, there has been no public statement of the views entertained by the Catholic bishops on Mr. Balfour's University scheme, and, with that regrettable absence of original initiative and independent opinion which the laity have always shown in the matter, they too have maintained silence. At the public meeting, in the Mansion House, held in the beginning of February, the new proposals were not criticized, and only the old general arguments in favour of granting a Catholic University were put forward. From several individual utterances, however, it is plain that the Catholic party feel gratitude and admiration for Mr. Balfour's consistent and courageous championship of their cause.

The Northern Protestants, to soothe whom the hire of a Presbyterian University was offered, have, however, spoken, and very plainly too. It is so obvious that Mr. Balfour's scheme was devised to give the minimum that would meet the Catholic bishops' demands, and the most secular tone possible to suit uncompromising Protestant opinion, that his proffered gift of a Northern University is looked on merely as a bribe to remove opposition.

A conference was held of the members of the Queen's College, Belfast, and a number of resolutions drawn up declaring that no University in which philosophy and history were not provided for would be acceptable, that the present state of Irish University education was unsatisfactory, and that it would be best remedied by a revival of the extinct Queen's University on a completely secular basis and having its seat in Belfast. This latter suggestion is made, probably, as a means of giving more weight to the degrees of the proposed new Northern University. The resolutions leave the Catholic claims unnoticed.

The General Assembly of the Presbyterian body have also met. They deprecate sectarian institutions, and declare that there can be no settlement of the University question without the nationalization of Dublin University—a settlement which no doubt would be welcomed by the Catholic bishops if they got adequate representation on the governing body, but would be strongly opposed by Trinity College and its friends.

Dr. Leebody, the head of Magee College, Londonderry, has written strongly against a Belfast University, declaring that no University is wanted in the North, that there would not be 500 students to enter it, and that Queen's College, Belfast, would lose instead of gaining by

being changed from a college in connexion with a University representing the whole of Ireland, such as the Royal, to a small sectarian provincial University.

The Senate of the Royal University have also discussed the subject at a meeting, in which some confusion arose in the voting, and opinions were much divided. They finally postponed any decision till their next meeting in May.

At present every one is waiting to hear the views of the Catholic bishops. When they are known, it is expected that the Irish members will ask for a day to discuss the subject in Parliament (which Mr. Balfour will readily give), and the question will be brought to the test of a division, in which each member will be free to vote as he pleases.

The lamented death of Mr. Reddington during the past month left vacant the important post of Resident Commissioner of National Education. Mr. Reddington, a cultured Oxford man, and a Home Rule politician and country gentleman, was not an educational expert, and in some respects was too easily led. But he was a man of great earnestness, sincerity, and public spirit, and an indefatigable worker. His successor is Dr. Starkie, President of Queen's College, Galway, formerly a Catholic Fellow of Trinity College, and a brilliant classical scholar. As usual in Irish appointments, he can scarcely be other than profoundly ignorant of the arduous work he is appointed to do, and the many difficulties of Irish primary education. His abilities have been spent in quite other directions. It has also yet to be proved that he possesses the tact and sympathy and the unwearied devotion to the public good that Mr. Reddington had so markedly. Dr. Starkie is, however, a very able and highly educated man, not a mere politician; and it may be hoped that he is quite clear of the interests of intrigue that undoubtedly are to be found in Tyrone House.

The Intermediate Commission have heard a very large number of witnesses during the past month, all more or less connected with Irish education. A number of the headmasters, whose schools have been very successful in the Intermediate examinations, want no, or very few, changes in the present system. Other witnesses recommend moderate changes, introducing inspection, but retaining results-fees, exhibitions and the public competitive examinations, with various complicated checks and supposed improvements. It is plain that any such partial reforms would leave the evils of the present system very much where they are.

The Commissioners themselves—at least the larger number of them—seem to desire very trenchant reforms, and give close attention and lengthy hearing to witnesses who advocate extensive changes and have specific substitutes to recommend. Taking classics and modern languages, physical science, and English and commercial subjects as three groups, monstrous deficiencies are shown to exist in each group. Physical science has practically dropped out. The attempts at commercial training have been a complete failure, and the teaching of classical and other languages has been reduced to a mere fraudulent memory-cram. The classical examiners assert that any genuine classical training is almost extinct in Irish schools. Grammar questions, history questions, and a complete translation of the prescribed books, all learned by heart, enable the students to pass with honours, while they are wholly unable to write composition or to translate a previously unseen passage.

English subjects, in the same way, are studied almost wholly as mere memory exercises. The status and salary of the teacher have declined as much as the quality of the teaching. A teacher, earning high results-fees for the manager by giving such instruction for five hours a day, receives sometimes only 12s. 6d. a week. At the same time, no supervision whatever exists as to buildings, hours of study, methods of teaching, or health arrangements. Many of the children work ten hours a day, and some for longer hours.

That such flagrant abuses will necessitate extensive changes is certain. Many of the most thoughtful and able educationalists examined advocate the abolition of all public competitive examinations, the substitution of inspection by specially trained inspectors and endowment thereon, with the granting of free scholarships in good schools to boys of small means. Much evidence has been given as to the improvements needed in science teaching, and the training of boys going to industrial pursuits. A hot war has raged round the teaching of Irish. Prof. Mahaffy recommended that it should be entirely removed from the programme. This was followed by a full and eloquent defence of the study delivered by Dr. Douglas Hyde, representing the Gaelic League, a body which actively promotes in every way the study of Irish.

This was followed by a destructive attack by the great philologist Prof. Atkinson, of Trinity College, who declared that there was no such thing as a Modern Irish literary language at all—nothing but a collection of dialects—and that the writings of scholars like Dr. Hyde were a hideous barbaric mixture of these dialects—a mixture, moreover, in which no two writers were agreed; further, that the literature was mere folk-lore, shockingly indecent or merely silly. The Ancient Irish was an interesting philological study of great difficulty that would only be grappled with by advanced adult scholars, but which would never be mastered if the many corrupt *patois* called Modern Irish were first learnt. As Prof. Atkinson was examined just before the Commission

ceased sitting, he remains, with this counterblast, so far, master of the field. The Commission are expected to resume work in April. In March the two judges will be on circuit.

An influential meeting was held at Alexandra College in the beginning of February to promote the subscriptions towards the fund of £7,000 required for the new buildings. The Lord-Lieutenant presided, and he, Lord Justice Fitzgibbon, Dr. Bernard, F.T.C.D., and Mr. Lecky, the historian, made excellent speeches warmly in favour of liberal education for women. Dr. Bernard stated that, during the thirty-three years of the existence of the college, it had received about £6,000 in private gifts, most of which was tied down to scholarships; and certain prizes. Girton College, Cambridge, in the same period has received about £70,000. Lord Cadogan took the occasion to give a political colouring to his speech, showing his agreement with Mr. Balfour's view on the University question; and Mr. Lecky, who made a most charming and sympathetic speech, did the same more guardedly. About £3,000 has been already subscribed to the building fund, including £100 from the Princess of Wales, £225 from Lord and Lady Cadogan, £500 from Lord Iveagh, and £500 from Mr. R. Mackay Wilson. It is to be hoped that the contributions needed will be supplied. The past record of the college is a guarantee of the wide usefulness of the work for which they are asked.

SCHOOLS.

KENSINGTON HIGH SCHOOL.—The Kensington High School for Girls, the first of the schools founded by the Girls' Public Day School Company, celebrated its twenty-sixth birthday on Saturday, January 21, by the production of a fairy opera entitled "The Babes in the Wood," composed by the Misses M. L. and L. W. White, two of the mistresses on the staff. A large number of parents and friends were present on that day and also on the following Monday, when the performance was repeated, and considerable enthusiasm was displayed by both audiences in appreciation of the graceful and descriptive character of the music, of the picturesque grouping of the fairy and gypsy scenes with their appropriate coloured light effects, and of the spirit and "go" which the little people themselves put into their acting. All the costumes were tastefully designed, and the Fairy Queen shed real light on her attendant troop from tiny electric lamps in her crown and wand. The gypsies' lullaby song (duet) was encored at both performances, as was also the gypsy dance, gracefully performed by Dorette Roche, and the Fairy Queen (Félicie Roche) and the two Babes (Amber and Beryl Reeves) fully deserved the congratulations they received on their rendering of the leading parts. Enthusiastic applause was accorded to the Misses White and Miss Loch, to whose joint efforts the success of the entertainment was mainly due. When expenses are paid the balance of the proceeds will be handed over to the All Hallows' Mission, Southwark.

LOWER SCHOOL OF JOHN LYON, HARROW.—On Friday evening, February 10, the certificates gained at the Science and Art Examinations in 1898 were distributed by T. F. Blackwell, Esq., J.P., the Chairman of the Council of the London Chamber of Commerce. The number of successes was a hundred and five. In addition, E. T. Bartlett gained a National Scholarship of £60 a year and free tuition at the Royal College of Science, tenable for three years. He was fourth on the list.

MALVERN COLLEGE.—At the inquest on the unfortunate boy who threw himself in front of the train, the coroner said that the evidence showed that the boy was perfectly happy at school, and had not in any way been bothered. The jury, in returning a verdict of "temporary insanity," added that no blame attached to any master or boy in the college. That the boy had heard or read of the Haileybury suicide of two years ago is the most probable explanation of the coincidence.

ROSSALL.—During the Christmas holidays, which ended on January 26, J. S. Addison has been elected to a classical exhibition, and C. H. Woodman to a choral scholarship at Queens', Cambridge. A new physical laboratory is in course of construction, and the building is going on steadily. The annual examination for fourteen entrance scholarships will be held on March 21 and following days, here and in Oxford simultaneously. Mr. Curgiven, C.C.C., Oxford, has been appointed assistant master at the preparatory school, in place of Mr. Padel.

WINCHESTER HIGH SCHOOL.—Over £1,200 has already been raised for the Charlotte Yonge Scholarship fund, and subscriptions come in from China to Peru. As the Committee desire as soon as possible to close the fund, donations should be sent at once to the Hon. Treasurer, the Rev. J. H. Merriott, Dormy Cottage, Winchester.

PRIZE COMPETITIONS.

The winner of the Translation Prize for January is Dr. R. L. Batterbury, Berkhamsted, Herts.

Das Rad an meines Vaters Mühle brauste und rauschte schon wieder recht lustig, der Schnee tröpfelte emsig vom Dache, die Sperlinge

zwitscherten und tummelten sich dazwischen; ich sass auf der Thürschwelle und wischte mir den Schlaf aus den Augen; mir war so recht wohl in dem warmen Sonnenscheine. Da trat der Vater aus dem Hause; er hatte schon seit Tagesanbruch in der Mühle rumort und die Schlafmütze schief auf dem Kopfe, der sagte zu mir: "Du Taugenichts! da sonnst du dich schön wieder und dehnt und reckst dir die Knochen müde, und lässt mich alle Arbeit allein thun. Ich kann dich hier nicht länger füttern. Der Frühling ist vor der Thür, geh' auch einmal hinaus in die Welt und erwirb dir selber dein Brot."—"Nun," sagte ich, "wenn ich ein Taugenichts bin, so ist's gut, so will ich in die Welt gehen und mein Glück machen." Und eigentlich war mir das recht lieb, denn es war mir kurz vorher selber eingefallen, auf Reisen zu gehn, da ich die Goldammer, welche im Herbst und Winter immer betrübt an unserm Fenster sang: "Bauer, miet' mich! Bauer, miet' mich!" nun in der schönen Frühlingszeit wieder ganz stolz und lustig vom Baume rufen hörte: "Bauer, behalt deinen Dienst!" Ich ging also in das Haus hinein und holte meine Geige, die ich recht artig spielte, von der Wand, mein Vater gab mir noch einige Groschen Geld mit auf den Weg, und so schlenderte ich durch das lange Dorf hinaus. Ich hatte recht meine heimliche Freude, als ich da alle meine alten Bekannten und Kameraden rechts und links, wie gestern und vorgestern und immerdar, zur Arbeit hinausziehen, graben und pflügen sah, während ich so in die freie Welt hinausstrich. Ich rief den armen Leuten nach allen Seiten recht stolz und zufrieden adieu zu, aber es kümmerte sich eben keiner sehr darum. Mir war es wie ein ewiger Sonntag im Gemüte. Und als ich endlich ins freie Feld hinaus kam, da nahm ich meine liebe Geige vor, und spielte und sang, auf der Landstrasse fortgehend.

By "Οὐτ'δάρως."

The wheel of my father's mill was rushing and roaring again right merrily, and the snow dripped steadily from the roof, while the sparrows twittered and hopped to and fro. I sat on the doorstep and rubbed the sleep from my eyes. How I enjoyed the warm sunshine! Then out came my father from the house; he had been bustling about the mill since daybreak, and his nightcap was all awry. "You good-for-nothing," he called to me: "there you are again basking in the sun, lolling and stretching till your lazy bones are weary, while you leave me to do all the work! I cannot keep you any longer. Spring is at the door. Be off, then, out into the world and earn your bread for yourself!" "Well," said I, "if I am a good-for-nothing, all right: I will go out into the world and seek my fortune." And, indeed, I was not sorry; for the idea of going on my travels had been put into my head not long before by the song of the yellowhammer, which, in autumn and winter, cried sorrowfully at the window: "Farmer, hire me! farmer, hire me!" but now, in the lovely spring-time, began to call proudly and merrily on the bough: "Farmer, keep your wage!" So I went into the house and took down from the wall my fiddle, which I played quite nicely. My father gave me a few pence, too, for the journey, and so I strolled out down the long village street. I felt a secret glee when I saw right and left my old friends and companions going off to work, to dig and plough, as they had done day after day for many a year, while I wandered gaily out into the wide world. With pride and satisfaction I called out my good-byes to the poor folk on every side, but not one of them took any heed. I felt in my heart as if it were perpetual Sunday; and when, at last, I came out into the open country, I took out my beloved fiddle and played and sang as I stepped along the high road.

We classify the 270 versions received as follows:—

First Class.—Treacle, Chingleput, Brand, A Speckled Bird, 100,000, A.W.A., Winterthur, Jan-San, Nectarine, Tannhäuser, W.H.W., Gentian, Glenleigh, Triste, Second Odd One, L.M.C.J., Einnim, Fertig, Old Maxum, Tschuki, Fledermaus, R.F.P., Apathy, J.R.I., Bauf, Prigiona, A.A., Smuts, Kätchen von Heilbronn, Οὐτ'δάρως.

Second Class.—Mavis, Cheltenham, Deor, Non Riche, Gorey, Cedar, E.S., Bernardine, Saxonia, Leonore W., Germania, Solo, Carrantal, L.F.T., Goldammer, Hammonia, L.M.M., Saxie, Pauline, Anemone, N.P., Slowcoach, Knight of the Garter, A Sea-gull, L.S., Niklot, Shark, Taugenichts, John, Rausendelein, Baile atha cliath, Cotswold, Cerita, Kurz, Daddles, G.M.B., 111976, H. McC., D.E.W., Der Dritte, Beanee, Miranda, Skimpole, Grethe, Abt Vogler, H. B. Wells, Marquis von Posa, Faciebat, S.M.B.L., F.A.M.E., Lydia Prima, Hump, Bi Neskatchac, P.D.F.T., Edelweiss, Eleanor Hobson, Yeast, Craigie, Filia, Exile, Cos (A + B), B. Wagg, Kornthal, Brown Mouse, Alastor, Reynard the Fox, F.S.O., Goldregen, Kara Giorg, Masha, Ben-y-Vrachie, Kameraden, T. Cosy, M.A.E., Odd one out, B.C.P., Vlaamsche Meisje, Kremling, Kaiserslautern, Edurtreg, James, Priscilla, Cymrodorion, E.M.M., A.B.P., Haron, Gold Ammer, Kat, Peashooter, Algol, Adèle, M², M.E.B., Suska Konitzka, Jasper, N.B.B., Elm, Einnim, Monicke, St. Hilary, E.W.P., Arbor Vale, Judy, Wanderstah, I.C.E., W.S.M., Sonntagskind, Crab, Vetter aus Bremen, Dreisam, Fliege, Dido, Prospero, Fortes et fideles, Megau, Little-bit-of-bread-and-no-cheese, Thelma, Ad Vitam, Pimpernel, Peg, H.M.S.

(Continued on page 202.)

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It was difficult to go far wrong with the Eichendorff—there were hardly any catches—it was extremely hard to hit the exact turn for several words and phrases. The style is familiar, almost colloquial, and the commonest fault was stiffness; e.g. "My violin, on which I played very well," instead of "My fiddle (I am a very decent performer)," or "(I had a pretty knack of playing)"; "a worthless fellow," instead of "a ne'er-do-weel." *Brausle und rauschle*, "splashing and dashing" or "humming and roaring" will preserve the

jingle. I got every sound save those appropriate to a mill. "The wheel rushed about in a transport of delight" was the climax of absurdity. *Tummelten sich dazwischen*, "scuffled about in the puddles," but, like Sentimental Tommy, I am floored for the exact word to describe sparrows hustling one another. *Die Schlafmütze*, "nightcap," which every one gave, is obviously inappropriate, suggesting that the father is only half-dressed. It is the linen cap with a tassel, worn by day. "Bonnet" will pass. *Dehnst*, &c., is not "stretching your weary limbs," but "stretching and sprawling till you are weary"—till your bones ache. *Bauer, miel' mich! behalt deinen Dienst!* accounts for a number of Fourth and Fifth classes. "Meet me, peasant," "Cage, shelter me," "Uphold thy servant," were variations. Even the First Classes rarely attempted to render the yellow-hammer's note. "A little chee-se—a little bit of bread and more chee-se" is the familiar English rendering of the song. "Farmer, hire me, please—Farmer, I don't want your bread and cheese" might pass. *Und immerdar*, "and all days." *Mir war es*, "I felt as if it were going to be always Sunday." As the First Class is unusually large, I may mention that those in the last half for the prize were "Brand," "Triste," "Winterthur," "A.W.A.," and "A.A."

EXTRA PRIZE.

No less than 263 Nursery Rimes were sent in for competition, but the number that seemed to me worth printing was far fewer than of last month's "Carrolls." The majority, like two out of three of "Craigie's," were disqualified for the prize as not being topical.

"Aylwin" seems to me best to hit off the *insaniens sapientia* of which Lear was a past master.

By "CRAIGIE."

There was a young maid of Montrose,
Who at Tories would turn up her nose;
But honest John Morley
Did try her so sorely
That now she's a full-blown Primrose.

There was a bright youth in Kildare,
Who dreamt he the circle could square;
So he jumped out of bed,
And stood on his head,
And described an ellipse in the air.

There was a *garçon* of Turin,
Whose skin was so frightfully thin,
If you trod on his toes,
He would bleed at the nose,
And lockjaw at once would set in.

By "KNAVE OF HEARTS."

There was an old lady who cried:
"My 'Druce' was not dead when he died,
So open his tomb,
And settle my doom,
For the Dukedom of Portland's inside."

By "AYLWIN."

Said an elderly gent of Khartoum,
Who was long past his earliest bloom;
"I've a passion for knowledge,
Hurry up with your college,
For I mean to go in for this boom."

By "E.C.U."

When our modern Elijah, Bill Har,
Went off in a through Pulman car;
Said the Bishop of London,
"Poor old Kensit is undone!"
Bill packed up his mantle, ha! ha!

By "A DAUGHTER OF ERIN."

In our gay London town it is said,
Dwells a man whom good parsons do
dread;
For he visits each church,
Not to pray, but to search,
So they say, for a Woman in Red.

By "TEMPLE."

A youth of historical lore,
Chalked up on his grandfather's door:
"No confessing of lasses,
Or masses, or asses."
Said his Grace: "We must rub out this
score."

By "CHAMBERLAIN."

There was a young Merchant of France,
Who through Africa led us a dance;
He danced back from Fashoda,
Having built a pagoda,
Crying: "*Voilà* the mission of France!"

By "So-So."

A medical man of Madrid,
Of a cold in the head to get rid,
First took it and boiled it,
Then carefully oiled it,
And covered it up with a lid.

By "PAREE."

Said a silly young dude of *Paris*,
When he heard that Berlin's on the Spree;
"Why then we're afloat
In the very same boat—
That rakish old city and me!"

By "R.B."

The Liberal Party, 'tis said,
Are pleased with their newly found head;
Yet it's not the new chief,
But the sense of relief
To be quit of the leader they've shed.

A Prize of Two Guineas is offered for the best translation of the following passage from Daudet:—

Un toit de roseaux, des murs de roseaux desséchés et jaunes, c'est la cabane. Ainsi s'appelle notre rendez-vous de chasse. Type de la maison camarguaise, la cabane se compose d'une unique pièce, haute, vaste, sans fenêtre, et prenant jour par une porte vitrée qu'on ferme le soir avec des volets pleins. Tout le long des grands murs crépis, blanchis à la chaux, des râteliers attendent les fusils, les carniers, les bottes de marais. Au fond, cinq ou six berceaux sont rangés autour d'un vrai mât planté au sol et montant jusqu'au toit auquel il sert d'appui. La nuit, quand le mistral souffle et que la maison craque de partout, avec la mer lointaine et le vent qui la rapproche, porte son bruit, le continue en l'enfant, on se croirait couché dans la chambre d'un bateau.

Mais c'est l'après-midi surtout que la cabane est charmante. Par nos belles journées d'hiver méridional, j'aime rester tout seul près de la haute cheminée où fument quelques pieds de tamaris. Sous les coups du mistral ou de la tramontane, la porte saute, les roseaux crient, et toutes ces secousses sont un bien petit écho du grand ébranlement de la nature autour de moi. Le soleil d'hiver, fouetté par l'énorme courant, s'éparpille, joint ses rayons, les disperse. De grandes ombres courent sous un ciel bleu admirable. La lumière arrive par saccades, les bruits aussi; et les sonnailles des troupeaux entendues tout à coup, puis

oubliées, perdues dans le vent, reviennent chanter sous la porte ébranlée avec le charme d'un refrain. L'heure exquise, c'est le crépuscule, un peu avant que les chasseurs n'arrivent. Alors le vent s'est calmé. Je sors un moment. En paix le grand soleil rouge descend, enflammé, sans chaleur. La nuit tombe, vous frôlez en passant de son aile noire tout humide. Là-bas, au ras du sol, la lumière d'un coup de feu passe avec l'éclat d'une étoile rouge avivée par l'ombre envahissante. Dans ce qui reste de jour, la vie se hâte. Un long triangle de canards vole très bas, comme s'ils voulaient prendre terre; mais tout à coup la cabane, où le caleil est allumé, les éloigne: celui qui tient la tête de la colonne dresse le cou, remonte, et tous les autres derrière lui s'emparent plus haut avec des cris sauvages.

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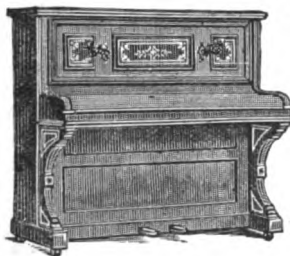
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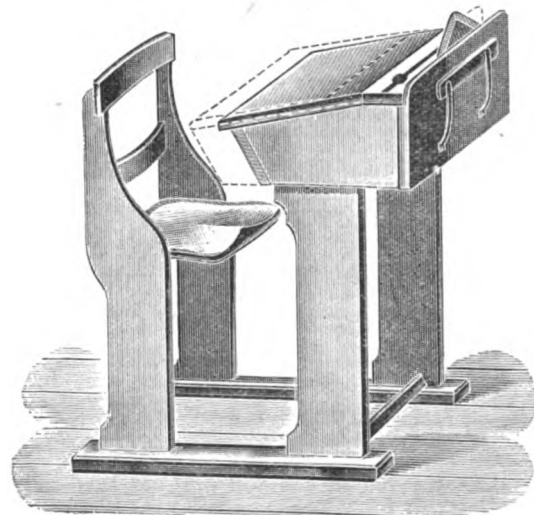
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ART MISTRESS (A.C.T.C.), experienced, successful teacher, desires Engagement in School of Art or Girls' School in the neighbourhood of Birmingham. Address—No. 3,617.

NORTH GERMAN LADY, State Diploma, seven years' experience in High School, successful in preparing for the Higher Examinations, has some afternoons disengaged. Excellent references. Address—No. 3,631.

WANTED, after Easter, Re-engagement as Non-resident **ASSISTANT-MISTRESS** in High School. Higher Froebel Certificate. Cambridge Higher Local (Mathematics, Latin). Special subjects: Arithmetic, Mathematics, Geography, Latin. Age 29. Experienced. Address—No. 3,627.

B.A. requires Engagement, after Easter, as **ENGLISH AND CLASSICAL MISTRESS**. High School preferred. Advanced Greek and Latin, ordinary English subjects, including Logic and Political Economy. Address—No. 3,625.

GOVERNESS, aged 29, seeks Re-engagement after Easter in Boys' School or private Family. Cambridge Higher Local Certificate. Six years' experience. English, French, elementary Latin, and Arithmetic. Music. Church of England. Strong and energetic. Willing to help with wardrobes. Three years in present post. Address—No. 3,635.

EXPERIENCED TUTOR, aged 29, Honourman in French, speaking French and German, desires Holiday Engagement, preferably for serious work abroad. Disengaged for three weeks from April 13th. Address—No. 3,633.

KINDERGARTEN MISTRESS or **ASSISTANT** in large Kindergarten. Trained at Pestalozzi-Froebel College, Berlin. High Certificates. Thorough German. Take Classes in advanced German and Conversation.—M. MURRAY BROWN, Exton Vicarage, Oakham.

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REQUIRED, by Lady, L.L.A. (Trained, six years' experience), Appointment as **TEACHER** in School or Family in London. English, Latin, French, German, Drawing, Music. Disengaged April.—G., Point House, Thetford, Norfolk.

A FULLY qualified KINDERGARTEN MISTRESS seeks Re-engagement after Easter. Froebel Higher and Elementary (Honours) Certificates. Three years' training and three and a-half years' experience. Address—No. 3,640.

KINDERGARTEN MISTRESS disengaged at Easter. Maria Grey Training, Elementary and Higher Froebel Certificates. Three years' private, three years' High School experience. Very successful in preparing candidates. All usual subjects. Experienced in use of Ling's, Ablett's, and Mrs. Curwen's systems. Advanced Manual Training. Address—No. 3,641.

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YOUNG LADY, L.R.A.M., Class A. desires Engagement as MUSIC MISTRESS in Public or High School. Apply—Miss HARRINGTON, 89 Linthorpe Road, Middlesbrough.

B.A. LONDON.—Re-engagement wanted as ASSISTANT-MISTRESS. Non-resident. Subjects: Mathematics, Botany, Chemistry, General Elementary Science, Practical Elementary Physics, Latin, English Language. Experienced. Address—CHAPLIN, 11 Springfield Gardens, Upper Clapton.

CERTIFICATED LADY PIANIST (Associate Trinity College, London) desires Engagement as MUSIC MISTRESS in a School in or near London. Piano, Organ, Theory, Class Singing. Non-resident. Highest testimonials. Disengaged at Easter. Apply—E. M. G., 44 York Rise, Highbury Road, N.W.

PARISIAN LADY, Diplômée (26), requires Re-engagement after Easter. French, Calisthenics, Kindergarten, Drawing (freehand), Piano (junior). Seven years' experience. Good disciplinary. Resident, £40-50; Non-resident, £80.—MADMOISELLE, 6 Lansdowne Road, Wimbledon.

POST wanted at Easter.—FORM MISTRESS in High School. Teach French (three years in Paris; diplômée, Franco-English Guild), English History, Literature, Geography, elementary Arithmetic, Botany, and Grammar; Swedish Drill. Four years' experience. Address—E. G., St. Ives, Richmond Park, Bournemouth.

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ASSISTANT-MISTRESS desires Re-engagement as UPPER THIRD or FOURTH FORM MISTRESS, after Easter. English subjects, French, Freehand and Geometry, elementary Physiology and Hygiene, Algebra, Euclid, Oil Painting. Certificated C.H.L. (A, B, H, and Arith.). Four years' experience. Apply, by letter only—L. W. W., 11 Maze Hill, Greenwich Park, S.E.

JUNIOR ASSISTANT MISTRESS-SHIP required in High School or good Private School. Subjects: Mathematics, English, French, elementary Latin and Drawing. First Division London Matriculation. One year's experience in high school teaching. Address—Miss BOUTFLOWER, Terling Vicarage, Witham, Essex.

FRENCH LADY, experienced in English School, desires Re-engagement. French (in all its branches). Coaching for Examinations. Typewriter (Remington). Highest references. Address—Mlle. LANS, 91 Finborough Road, Earl's Court, London, S.W.

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EXPERIENCED GOVERNESS (Certificated) desires Engagement as MUSIC GOVERNESS. (Studied under first-class Professors.) Piano, Organ, Singing, Theory, Harmony, Counterpoint, Drill, English, French, Painting. £35-£40.—Cambridge House Inst., Sheffield.

NORTH GERMAN LADY (State Diploma), with thorough Parisian French and perfect English, very successful in preparing her pupils for the Oxford and Cambridge Senior and Higher Local Examinations, desires Re-engagement. Salary £60 to £70 resident. Address—6 Alexandra Gardens, Ventnor, Isle of Wight.

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RE-ENGAGEMENT as Lady HOUSEKEEPER-MATRON or MATRON in Boys' School (Preparatory or Public) required by Clergyman's Daughter. Age 40. Hospital experience, good Accountant, capable, energetic. Excellent references and testimonials from previous engagements.—Miss DE PLEDGE, Langham, West Worthing, Sussex.

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WANTED, Post as STUDENT-GOVERNESS in good School, by Young Lady who wishes to prepare for Higher Local. Premium if necessary. Address—Mrs. WATMOUGH, 14 Clarence Terrace, Grimsby.

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—Easter (1899) Vacancies.—Graduates, Undergraduates, Trained and Certificated High School Teachers, Foreign, Music, and Kindergarten Mistresses, and other Senior and Junior Teachers who are desirous of having the particulars as to their Qualifications and Requirements sent to the Headmistresses and Principals of all the leading Public and Private Schools in Great Britain and Ireland, the Colonies, and on the Continent, &c., should apply (*as soon as possible*) to Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Established 1833), 34 Bedford Street, Strand, London. List with particulars of (Easter) Vacancies in Schools forwarded to English and Foreign Senior and Junior Assistant-Mistresses on application. Student-Governesses wanted for good Schools, on mutual terms:—namely, board, residence, and educational advantages in return for services.

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LIVERPOOL COLLEGE FOR GIRLS, HUXTON, LIVERPOOL.—Wanted, next term, (1) SECOND MISTRESS (non-resident); Churchwoman; experienced; must be Graduate; (2) JUNIOR MISTRESS (resident); Games. (3) Resident MISTRESS. Swedish Drill, Games. To assist in house-keeping. Apply, stating subjects, to HEADMISTRESS.

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THE Governors invite applications for the Appointment of HEADMASTER of the Boys' School in Cowper Street, City Road. Fixed yearly stipend £150, "with capitation payment of not less than 10s. and not more than 15s." There are at present upwards of 700 boys in the School. In conformity with the Scheme of the Charity Commissioners, religious instruction is to be given in accordance with the principles of the Christian faith.

The aim of the School is to give an education of a practical character calculated to fit the scholars for industrial and commercial work. In addition to the provision for a sound general education implied in the terms of the Scheme, the School is worked in the following sections:—(1) Commercial, (2) Technical, (3) School of Science, (4) Classes preparing for (a) the Civil Service, (b) Professional and University careers. The School is well provided with workshops and laboratories.

Preference will be given to candidates who are under 40 years of age, and have graduated in Honours in some University of the United Kingdom. A minimum income of not less than £500 will be guaranteed by the Governors. The duties and salary of the Headmaster will begin with the Autumn Term, 1899 (September 4th).

Applications to be made on forms to be obtained from the Clerk to the Governors, Mr. W. HOUSTON, B.A., the Boys' School, Cowper Street, City Road, E.C., to whom they should be returned not later than the 12th of April, 1899.

TO ASSISTANT-MISTRESSES. EASTER VACANCIES.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents, invite immediate applications from well qualified Assistant-Mistresses for the following Appointments:-

ENGLISH AND MATHEMATICAL MISTRESS for first-class Boarding School near London. Salary £70 (about) res.—No. 017.

GRADUATE as HEADMISTRESS for County School. Salary £100.—No. 010.

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TECHNICAL MISTRESS for County School. Cookery, Dressmaking, Drilling, and English, Salary £90 non-res.—No. 077.

ART MISTRESS for Public High School. Ablett's Method. English, Elementary. Initial salary £80 non-res.—No. 094.

FOURTH FORM MISTRESS for London High School. Botany, Geography, German, Games. Graduate preferred. Salary £100 (about) non-res.—No. 051.

Also THIRD FORM MISTRESS for same school. History and Games. Salary £70 non-res.—No. 052.

EXPERIENCED MISTRESS wanted at once till end of term (may be permanent) for first-class School near London. Graduate preferred. Mathematics, Literature, French. Good Salary res.—No. 012.

CERTIFICATED MISTRESS for High School in India. Good French, English, and Arithmetic. Salary £80. Passage paid.—No. 028.

GRADUATE for English, German, Physics. Moderate Salary res.—No. 831.

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WELSH INTERMEDIATE EDUCATION ACT, 1889.

HOLYWELL COUNTY (DUAL) INTERMEDIATE SCHOOL.

The Governors of the Holywell County School invite applications for the Post of JUNIOR MISTRESS at the above School. Salary £90 per annum. Duties to commence after the Easter vacation. Candidates must be qualified to teach English subjects, Needlework, and Domestic Economy.

Applications, stating age, qualifications, previous experience, with copies of recent testimonials, to be sent to the undersigned on or before March 18th, 1899. Further particulars on application to

FRED. LLEWELLYN-JONES, B.A., LL.B.,
Clerk to the County School Governors.
Holywell. February 14th, 1899.

RUTHIN COUNTY SCHOOL FOR GIRLS.—Wanted, for April, ASSISTANT-MISTRESS to take ordinary Form work (including Geography, French, and Mathematics) and Drawing (Ablett's system). Graduate preferred. Training or experience essential. Some knowledge of Instrumental Music desirable. Salary £100 per annum, out of which £35 shall be paid to the Headmistress for board and residence. Applications, with copies of recent testimonials, to be sent to me by March 18th, 1899.

E. ROBERTS,
Solicitor, Ruthin,
Clerk to the School Governors.

WANTED, in High School, Resident STUDENT-TEACHER. To be prepared for Higher University or Musical Examinations. Course of training not less than two years. Small premium. Address—No. 3,525.

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WANTED, for May, in a Public School near London, a Certificated MUSIC MISTRESS. Pianoforte, Theory, Harmony, Class Singing. Must be a good Pianist, and be able to prepare for the Examinations of the Associated Board. Address—No. 3,616.

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APPOINTMENT OF HEADMASTER AND MISTRESS.

The Local Governing Body for the above School are prepared to appoint a HEADMASTER for the Intermediate Mixed School at Aberayron, at a Salary of £150 per annum, with a capitation Fee of £1 per annum. The present number of pupils is 71. Candidates must be Welshspeaking.

Also a MISTRESS, at a salary of £100. Candidates for both appointments must be graduates, and must also state what subjects they are competent to teach, and must take up duties on the 2nd May.

Applications, stating age, height, experience, reference, qualifications, and accompanied by eleven copies of applications and testimonials, must be sent to me, the undersigned, not later than the 8th March, 1899.

B. C. JONES,
Clerk to the Local Governing Body.
Aberayron, Cardiganshire.
18th February, 1899.

KINDERGARTEN.—Non-resident ASSISTANT required in a School, South London. Preparation for Froebel Certificate in return for services given. Address—No. 3,632.

RICHMOND HIGH SCHOOL, SURREY (Church Schools Co., Ltd.).—Wanted, after Easter, FORM MISTRESS. Conversational French and German. Science if possible. Certificated. University student preferred. Apply—HEADMISTRESS.

A STUDENT-TEACHER required to assist with junior Pupils in English subjects. Address—PRINCIPAL, Ladies' College, Penarth.

REQUIRED.—Resident LADY TEACHER. Boys' Preparatory School. English, Arithmetic, Latin, French, Drawing. Good disciplinarian. Apply, stating certificates, previous experience, age, salary, and enclosing copies of testimonials, to—A., 41 Friargate, Derby.

WANTED, a Trained FIRST FORM MISTRESS (with Kindergarten Certificate preferred). Apply, by letter only, with copies of testimonials, stating full particulars and salary required, to the HEADMISTRESS, Whalley Range High School, Manchester.

WANTED, in May, Two Resident ENGLISH MISTRESSES, Church of England. (1) V. Remove: Good History and English Language, Mathematics. (2) Lower III: General English, good French, Needlework, Games. Apply—LADY PRINCIPAL, Princess Helena College, Ealing, W.

WANTED, Resident ASSISTANT-MISTRESS, to take charge under Headmistress, when necessary, of small branch High School. Experience or training. State fully examinations, experience, subjects, age, salary; and enclose copies of testimonials. Address—No. 3,624.

FRENCH Resident ASSISTANT-MISTRESS wanted by 1st of May in a Ladies' School near London. Must be qualified to take the Advanced Classes in Literature and Composition, and to give the usual course of French instruction throughout the Senior School. Plain Needlework an essential. Apply by letter, stating age, salary desired, and former experience, to F., 33 Devonshire Place, W.

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WANTED, next Term, in high-class Girls' School near London, GERMAN LADY to teach Music and German and share Supervision. Must have studied at a Conservatoire and had experience in English Schools. Salary £50-£60. Address—No. 3,629.

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VACANCY for JUNIOR GOVERNOR in good-class School. Oxford or Cambridge Certificated. Suitable for one who wishes to gain experience. Mutual terms by arrangement.—PRINCIPALS, Collegiate School, Louth, Lincs.

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BETHESDA COUNTY SCHOOL, NORTH WALES.—Wanted, immediately, an ASSISTANT-MISTRESS to teach French and help with Junior Form. Drill a recommendation. Salary £80 per annum.—D. J. WILLIAMS, Headmaster.

ASSISTANT-MISTRESS, Non-resident, wanted next Term. Standard of work: Matriculation and Senior Certificate Central We Board. Special French and Drill essential. Experience or Training desirable. Apply, with full particulars and copies of testimonials—HEADMISTRESS, County School for Girls, Brecon.

WANTED, in May, in High School two Resident ASSISTANT-MISTRESSES for (1) Art (R.D.S. Teacher's Certificate) and Junior Music. (2) First Form and Needlework; Elementary Science desirable. Experience essential. Churchwoman. Address—No. 3,639.

RESIDENT ART MISTRESS required in May, for a Ladies' School at Eastbourne. Painting in oils and water; Light and shade from casts; and Sketching from Nature required. A Lady preferred who can undertake some other subject, preferably Swedish Drill. Address, stating full particulars, age, experience, and salary required—No. 3,636.

HIGH SCHOOL, HALIFAX.—Wanted, in May, SECOND MISTRESS, Non-resident. Degree, or equivalent, essential, and training or experience. Subjects: Senior English and French. Also, DRAWING MISTRESS, Non-resident, with Art Master's Cert., S. K., or guarantee of thorough Art training, and Ablett's Teacher's Cert. Apply—HEADMISTRESS, with full particulars and copies of testimonials.

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ST. MICHAEL'S, BOGNOR.—SECOND MISTRESS wanted. Churchwoman. Experience in Teaching. Subjects: Mathematics, some English, Latin. Apply to HEADMISTRESS.

ASSISTANT-MISTRESS, able to take Class Singing throughout School, wanted after Easter in large Public Secondary School for Girls in London. Address—No. 3,615.

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A Life of William Shakespeare. By SIDNEY LEE. With Portraits and Facsimiles. (Smith, Elder, & Co.)

The progress of research, no less than the changed point of view, makes a new Life of Shakespeare necessary from time to time; and this demand is excellently answered by the volume recently written by Mr. Sidney Lee, who is so well known and well respected as the present editor of the "Dictionary of National Biography." For some years this will certainly be the current memoir of our great dramatist. It is well up to date; it is evidently the result of prolonged and assiduous investigations; it contains some new points that are well worth considering, whether they are to be finally approved or not; and it has the important merit of being readable, which books of a like stamp are very apt not to be. One cannot say that its style is faultless. Mr. Lee's English is sometimes what may be called "newspaper" or "journal" style; thus he uses the word "inaugurate" in a way to rekindle the ashes of Dr. Freeman, if "e'en in our ashes live their wonted fires"; he says of the Earl of Southampton that he was "accounted by many ladies of far too uncertain a temper to sustain marital responsibilities with credit"—a phrase that recalls Dr. Grimstone's epistolary performance, as also does such a locution as the "enjoying of professional relations with Alleyn." But the reader will readily forgive such verbiage when he realizes how carefully collected and selected, and of what permanent value, is the matter that is placed at his service.

To be sure, should the questions be asked which naturally first occur as to a biography, viz., does it vividly impress upon us the personality of the subject of it, and what is the impression produced, we should have to answer them both unsatisfactorily; we cannot credit Mr. Lee with much success in these supreme respects. But then neither can we so credit any of his predecessors, even Dr. Brandes, who perhaps has made the best resolute attempt at such a realization. Some two or three pages of his four hundred and forty are devoted by Mr. Lee to something of the kind; and this is more than those who have gone before have for the most part done, and it deserves recognition. But, on the whole, this, like other Lives, gives us numerous facts, and very interesting and significant facts, about Shakespeare, but no living image of him. At the most we perceive merely a vague shadow, of dim outline, faint and thin, swiftly escaping from any close scrutiny, and vanishing as we would fain clutch it, *prensantes nequiquam umbras*. Are not all Shakespearian biographies *Hamlets* without Hamlet?—portraits with the face omitted?—unanimated and expressionless masks? We hear much talk about him, but we never hear him talking himself. We receive copious information as to his clothes, so to speak, but we never see the man that wore them. We know his London haunts, but we never actually behold him in them. He declines to be interviewed; he eludes the nimble pursuit of innumerable snap-shooters. Huge temples are reared in his honour, and clouds of incense are always rising; but even in the innermost shrine no vision of his godship is ever vouchsafed, or has ever yet been obtained. Possibly some future day a writer of insight and of genius may be more successful. And we must not undervalue the work that has been and is being executed by the hewers of wood and the drawers of water. They are in fact doing yeoman's service, which will certainly be profitable sooner or later. They are collecting material which may be turned to excellent account when the time is ripe; and, however imperfect, their results deserve the hearty gratitude both of us and of posterity. So far as may be, they are rendering an adequate biography possible. They are making or gathering bricks for an architect to come, or at least for whose coming "hope springs eternal in the human breast."

Thus, because he does not do everything, we must not fancy Mr. Sidney Lee does nothing. He has, indeed, with infinite industry and conspicuous intelligence, produced a volume that cannot but be of real benefit to every student of Shakespeare's life and works, and so cannot but effectively promote one of the most important of all biographical and literary studies. This is a feat not so common as to be passed over without cordial admiration and praise, whatever we may think of some of Mr. Lee's views and conclusions. He gives a fairly complete account of all that is known of Shakespeare and his family and his surroundings, both at Stratford and in London; and the

amount of this knowledge, thanks to the faithful diligence of such scholars as Malone and Halliwell-Phillipps, is now considerable; and he furnishes much subsidiary information. *Shakesperianus est; et nihil Shakespearianum a se alienum putat.* He even condescends to acknowledge the most fatuous of all fatuous theories, the ripe fruit of quite invincible ignorance, that Shakespeare's plays were written by Bacon. We are told that, in a letter printed in a contemporary journal since his volume appeared, Mr. Lee has likened the peculiar people who entertain this silly notion to the believers in "the Tichborne claimant." But we are inclined to think that the Tichborne claimant's followers were luminous comparatively.

There are many details in Mr. Lee's book on which we should have commented had time and space permitted: e.g., the date of Weever's "Mirror of Martyrs" (has Mr. Lee made quite sure it was *not* ready for publication some time before it was published, as several authorities have observed?); the well known reference to Shakespeare and Ben Jonson in the "Return from Parnassus" (can it have meant no more than that Shakespeare had signally outstripped Jonson in popular esteem?); the relation of Daniel to Shakespeare; "this debt of suffering" as a translation of *τοῦτο πάθειν* in a certain Sophoclean line; "Regan's heartless plot to seduce her brother-in-law"; the speaking so positively of "Love's Labour's Lost" as Shakespeare's "earliest play"; &c., &c. Nor can we dwell upon certain of Mr. Lee's criticisms that strike us as far from happy, as when he asserts that the scene in "King John" "in which the gentle boy Arthur learns from Hubert that the King has ordered his eyes to be put out is as affecting as any passage in tragic literature," or when he describes "Julius Cæsar" as "a penetrating study of political life." *Non omnia possumus omnes*; and we are glad Mr. Lee as a rule observes his *métier* and leaves æsthetic matters alone. But all such points—and after all they do not come to much—we must now overlook in order to say one or two words on the question to which Mr. Lee has devoted nearly a third of his space, viz., Shakespeare's "Sonnets."

Of course such a proportion might justly be censured, were this an ideal biography. But, as we have already said, the ideal biography has yet to come; and meanwhile we thankfully receive the result of any special study that is offered us. Now Mr. Lee has made a special study not only of Shakespeare's sonnets, but of sonnet literature, both at home and abroad; and, if there were nothing else to give value to his book, only the parts that deal with sonneteering should at once secure it a place in the libraries of all persons interested in the subject. He has toiled hard, and has caught much. To this department of Shakesperean and Elizabethan poetry he has made a contribution of considerable value. We are far from saying that it is decisive and final; but we are certain that it adds greatly to the stock of knowledge that is absolutely necessary for the adequate discussion of the questions at issue.

We are disposed to think that the identification of "W. H." with William Herbert, Earl of Pembroke, has received a blow from which it will not easily recover, even though Mr. Lee does not press the chronological objection—that is, the objection that, if the sonnets were mainly written about 1594, as many good scholars maintain, and amongst them Mr. Lee, they could not possibly have been addressed to a youth born in 1580, the theme of one sequence being the desirability of marrying without delay. But we do not fancy that Mr. Lee's own interpretation of those mysterious initials will find much favour. He drags, from obscurity into the light of day a small pirate publisher called Hall, who, he hypothesizes, somehow possessed himself of the MS. of the sonnets, and, for a consideration, no doubt, placed them in Thomas Thorpe's hands to be printed. Thus he gives to the word "begetter," in the dedication, the sense of "procurer"—a sense suggested long ago, but never generally accepted, and perhaps scarcely likely to be. "T. T." seems to have been a bit of a humourist, and indulged in curious freaks of style; but it is most difficult to believe that it is to his small pirate friend that he wishes "all happiness and that eternitie promised by our ever-living poet." The name of the small pirate who was to be immortalized has after three centuries of oblivion been recovered, we are to suppose, by certain minute researches, and now at last his "eternity" is to begin! To us this perplexing matter remains as perplexing as ever. "T. T." may have loved eccentricity; but we doubt whether it took this shape. The old notion that the initials in some way, with

designed obscurity, represent him to whom so many of the sonnets are undoubtedly addressed—that is, the Earl of Southampton—seems to us very much more probable.

Neither do we think Mr. Lee is very happy in his identification of the rival poet. He holds it is one Barnabe Barnes, author of "Parthenophil and Parthenope, Sonnets, Madrigals, Elegies, and Odes," published in 1593, and of a "Centurie of Spiritual Sonnets," 1595. Mr. Lee's arguments in this behalf are of the slightest, and anything but convincing. And, as to Barnes being "a poetic panegyrist of Southampton," and so presumably a competitor with Shakespeare for that nobleman's favour, it should surely have been noticed that Barnes's "Parthenophil and Parthenope" is especially associated, not with a Wriothesley, but with a Percy. On the title-page we find: "To the right noble and virtuous gentleman M. William Percy, Esq., his dearest friend"; and of the six dedicatory sonnets the first is addressed "To the right noble lord Henry, Earl of Northumberland," and confesses how his Muse

Seeking patronage bold means doth use
To show that duty which in heart I bear
To your thrice noble house, which shall outwear
Devouring Time itself, if my poor Muse
Divine aright.

The second invokes the Earl of Essex; and then in the third place he appeals to the Earl of Southampton, the remaining sonnets being devoted to three ladies, viz., the Countess of Pembroke, the Lady Strange, and the Lady Bridget Manners. It is scarcely to be believed that so ardent a poetic retainer of the Percies should have made Shakespeare fear any alienation of the friendship of him to whom he dedicated love "without end."

But we must bring to a close our remarks on one of the most noteworthy volumes on Shakespeare lately issued, heartily recommending our readers to "beget" it in the sense of that verb to which Mr. Lee calls attention, and to read and mark it for themselves, with gratitude but also with discrimination.

The Psychology of Peoples. By GUSTAVE LE BON. (7½ × 5 in., pp. xx., 236; price 6s. Fisher Unwin.)

Two peculiarities in the publication of this book strike us at the outset. It was published in the middle of October of 1898, but it is *dated* 1899. It is a translation from the French, but there is not a hint to this effect. And this is the more misleading because the translation is so exceptionally well done that no one would guess from the book itself that it is a translation. Publishers should be more careful.

Some of our readers may remember M. Le Bon's "The Crowd," published a short time ago and very well received. It was described as ingenious, fertile in ideas, confident, and eloquent. The book before us may be described in precisely the same way—with an emphasis on confident. It is certainly interesting and stimulating. But we are not so certain as to its soundness. M. Le Bon has his countrymen's love of symmetry and completeness and of vivid generalization. This leads now and again to assertions which are neither generally accepted nor proved. Sometimes we are told that the matter is too large to be fully dealt with here. Sometimes for the proof we are referred to one of the author's numerous other books, where the matter is said to be proved; but this is not much help to those who have not read that particular book. Sometimes we are told that the matter will be returned to and more fully treated; but, when we do return to it, we commonly find the statement, "as we have already shown," though there has been no *showing*, but only *asserting*. This, no doubt, is all that the hasty general reader cares for; and it makes the book light and agreeable reading. But it is apt to fret the serious student.

We have only been marking an occasional defect, not by any means an invariable one. M. Le Bon is oftenest both sound and convincing, and he never fails to be stimulating. What we consider most valuable—certainly what has interested us most—is what is said about the evolution of Art. The third chapter of Book II. (everything is carefully mapped out into *books* and *chapters*), on the Transformation of the Arts, is especially good. But we cannot help thinking that the natural spontaneous development of the nation as it grows from childhood—quite apart from outside influences—is overlooked too much, and that rather too much is made of the borrowing theory. The idea that

every nation borrowed the basis of its art, more or less, from some other nation, and then evolutionized and transformed it, reminds us of the famous village where all the people supported themselves by taking in one another's washing. But the chapter is good all the same. Good, too, is the chapter (Book IV., chapter i.) which deals with the fewness of the ideas which really control and direct the mind and activities of a nation, and the slowness with which new ideas find a permanent lodgment in the "soul of a people," and with which old ideas die out.

We had marked down several other points for approval or question; but space compels us to mention only a few. Throughout the book, but especially in the earlier chapters, too much weight, in our opinion, is attached to heredity pure and simple, and too little to environment; too much to what each individual (or generation) is born with in itself, and too little to the effect of steadily continuous surroundings after birth. The distinction is important educationally; for the endowment at birth is, at least, at present, outside our power to affect—we can but develop it; while the environment is largely under our control. It is a mistake, we think, to make so complete a separation between character and intelligence, and to describe the former as being as much an inheritance as the beak of a bird or the fin of a fish. It is true that there is much that is intellectual that lies entirely outside character. But intelligence must always be *one* of the factors of character, though we cannot produce character by intelligence alone, while we certainly can strongly affect character by education. We do heartily, however, agree with the view that "the influence of character is sovereign in the life of peoples, whereas that of the intelligence is, in truth, very feeble." Excellently is it brought home to us more than once that the civilization of a people is the outward visible expression of its soul or character; that this soul is the result of a slow evolution extending over centuries, partly a self-development and partly produced by imported and transformed material; that to produce a particular civilization in a people you must first help them to gain this soul or character; and that this is commonly beyond our power, even if centuries are devoted to the task. The moral of which (though M. Le Bon does not draw it) is that the best we can do with Asiatics, Africans, &c., is first to help them to excel after their own best kind, and to trust to the centuries for the slow transformation. True abiding civilization is not to be produced otherwise, though its outer semblance may be made visible—as M. Le Bon thinks has been the case with the Japanese.

We should have liked to quote the characterizations of the Anglo-Saxons in England and in the United States, but we have no space left. They remind us a little of Taine's beef-eating and beer-swilling Saxons; but are not uncomplimentary, though not quite accurate. The characterization of modern France is somewhat pulled awry by the desire to be sarcastic. The closing pages, which predict the destruction of Western Europe by Socialism and Anarchism, after which perhaps the Anglo-Saxons will survive, while Russia will go scot-free, are amongst the most powerful in the book. But Christmas is too near to make such a jeremiad altogether acceptable to our readers if quoted here.

The Foundations of England. By Sir JAMES H. RAMSAY OF BANFF, Bart., M.A., Author of "Lancaster and York." Two vols., with Maps and Illustrations. (Sonnenschein.)

These volumes are a part of the great work begun by the author's "Lancaster and York," which is intended to be the last instalment of a history of England from the earliest times to the Battle of Bosworth. Here Sir James Ramsay begins at the beginning—and, indeed, long before the beginning—of English history, with the earliest notices of the British Isles, and goes down to the accession of Henry II. His two volumes, though issued by another publisher, and, therefore, without the arms of the University of Oxford on their covers, are, in all other respects, presented in exactly the same form as their predecessors. As in them, so also in these, he gives proof of wide reading and careful work. They are founded on a conscientious study both of original authorities and of the best modern writers on his subject. Such a book as he is producing cannot fail to be useful, for, judging by what we have of it already, we should say that it will be sufficiently long to contain a fairly full account of all that is best worth knowing about its period, and not so long as to deter readers from studying it—at least, in portions, or to make reference to it difficult. It presents, in a moderate

compass, the results of its author's independent study and of the labours of other historians, such as Dr. Stubbs, Freeman, Green, and many more. Sir James Ramsay belongs to the school of historians that prefers a chronological record of events to a more philosophic treatment of them. Each method has its place in historical investigation, and good work, such as this is, deserves to be acknowledged, on whatever system it may be based. We do not see why a book of history should not, along with a faithful representation of the course of events, give some general views of their causes and tendencies. Though it would be unfair to imply that Sir James Ramsay entirely fails to do this, his book would certainly have gained in value and interest if he had more often tried to select and group his facts, in order to illustrate the special characteristics of various times. Every book, however, must be judged according to its own plan, and in this case the author has done well that which he laid down for himself.

His book is not a mere chronicle of political events; the constitutional, religious, and literary sides of the history, for the most part, receive adequate attention. At the outset, for example, we have a very satisfactory account of the religious and social institutions of the Celtic inhabitants of Britain. On the other hand, the Benedictine reformation of the latter part of the tenth century is treated far too cursorily, and the assertion that Æthelwold was "trained" by instructors from Fleury suggests some lack of familiarity with the subject, for Æthelwold had no communication with Fleury until after his appointment as Abbot of Abingdon. Sir James Ramsay has visited the sites of many battles and other events that he describes, and his industry has not been fruitless; his narrative of the campaigns of Agricola in the North is ingenious and founded on careful observation of the country, and he gives a remarkably lucid and probable account of the Battle of Ashington, between Cnut and Eadmund Ironside. We confess to a feeling of amusement at finding that he believes himself to have identified the site of the Battle of Brunanburh. Many antiquaries have held a like belief with, so far as we can see, at least equally good or insufficient reason. The last thing that we know about Æthelstan before the war actually broke out is that he was residing at York, evidently in order to meet the rebellion, and we do not see any ground for supposing that the allied forces of the North gave him the slip and advanced so far South as Bourn, in Lincolnshire. The much debated question of the palisade at the Battle of Hastings, or Senlac, is decided against Freeman. Here we think that the authority of Wace is unduly minimized, and we advise our readers before accepting Sir James Ramsay's opinion to read what Mr. Oman says on the question in his "History of the Art of War." We stumble at the remark that when the Chronicle (version C) says that Harold "arrayed his lið" at Tadcaster before the Battle of Stamford-bridge, the passage, "if it is to have any meaning," must be taken as meaning his army. Certainly the chronicler had a meaning when he wrote the word *lið*, and his meaning must have been the same as that which he attached to it in two earlier sentences describing other events of the same year, where the word is unquestionably used for ships. Does *lið*, which is a word of Scandinavian origin, ever mean an army? The estimates of character are generally well considered, and we think, in some cases, less swayed by enthusiasm or prejudice than those formed by certain earlier historians of distinction. The writing itself—it would be absurd to talk of style in such a connexion—though it has the great merit of plainness, is, as a rule, poor, deficient alike in elegance and in vigour. The accounts of the reigns of Henry I. and Stephen will fill up the gap between the works of Freeman and Miss Norgate's "Angevin Kings," and in treating Stephen's reign, good use has been made of Mr. Round's investigations. Accurate as Sir James Ramsay generally is, a few statements of fact in his first volume strike us as questionable. A mere slip probably makes Crediton "a Cornish see" in 953; though it is true that certain Cornish estates were held by the Bishop of Crediton, until Eadred transferred them to the see of St. Germans. Cornwall was made a separate diocese by Æthelstan. We would suggest that the Eric who was slain about 954 was the son of Harold Fairhair of Norway, not of Harold Blaatand of Denmark, and we fail to find any authority for the assertion that Ælhere of Mercia invaded Wessex on the death of Eadward the Martyr. Among some other points that we are glad to see clearly enunciated is the date of King Alfred's death, which is

assigned here to the year 900. The reasons given in support of this date seem to us to be conclusive; they will, we fear, scarcely please the Winchester people, who, we understand, propose to celebrate "Alfred's Millenary" in 1901.

Text-book of Algebra, with Exercises, Part I. By G. E. FISHER, Ph.D., and I. J. SCHWATT, Ph.D., Assistant Professors of Mathematics in the University of Pennsylvania. (8 × 5½ in., pp. 683. Philadelphia: Fisher & Schwatt.)

This is a book of quite unusual merit, one that we have read from beginning to end with unflinching interest and pleasure. The authors have worked with a high ideal kept constantly in view, and their success is as great as it is well deserved. It is no easy matter to present a scientific account of elementary algebra, especially of the fundamental operations, and at the same time to remain intelligible to the average boy or girl. Yet this is what the authors have accomplished; they have, in fact, written a "Chrystal" that can be used in schools.

It is needless to say that the production of such a work implies a rare combination of scientific and sympathetic powers. But there are other less hereditary elements of success, of which the authors have not disdained to avail themselves. They have, in the first place, allowed ample space for the discussion. The familiar definitions which occupy the opening pages in most works do not appear until a hundred pages have been given to algebraic numbers and the fundamental operations with the same. They are never wearisome, yet they proceed slowly and securely, adding illustration after illustration, each step becoming more general than the preceding, until they arrive at the full statement of a law. Another noticeable feature in these early chapters is the care with which the fundamental operations are illustrated by numerous exercises, many of which can be worked orally in class. The same pains are taken to render the theory intelligible which other, and perhaps more fashionable, writers devote to the solution of every conceivable problem and example.

The chief characteristic of the work before us is thus the interest and thoroughness of the theoretical portions. There is here no half-hearted treatment, no proof, say, of the commutative law for positive integers only, followed by the use of the law for any quantity whatever. The fundamental operations are rediscussed in connexion with irrational numbers, and again with imaginary and complex numbers; and not till then do we meet with irrational equations or quadratic equations with imaginary roots.

With the exceptions above mentioned or inferred, the part now published does not differ much in range from other elementary text-books. It ends, as usual, with the binomial theorem for a positive integral exponent. Inequalities find an early place, before surds and quadratic equations, while permutations and combinations are postponed. There are, however, many variations in detail, two of which deserve special notice.

The first is the very careful and thorough system of solving equations. The authors maintain that "the ordinary way of treating equations is illogical, leads to many serious errors, and is, therefore, also pedagogically wrong." The errors are avoided and the method rendered scientific by basing the solutions upon equivalent equations and equivalent systems of equations. Two equations are defined as equivalent when "every solution of the first is a solution of the second, and every solution of the second is a solution of the first"; and it is then shown that all the derived equations which are obtained in the ordinary course are equivalent to the given equation or equations.

All of the sections on problems are marked by the extreme care with which the conditions stated in verbal language are translated into algebraic language; a care which will appear irksome to impulsive students, but which will contribute greatly to accuracy of thought and expression. A most useful chapter is that on the "Interpretation of the Solutions of Problems," in which the different solutions—positive, negative, zero, indeterminate, and infinite—are, in certain cases, examined in detail and explained.

We have said enough, we trust, to recommend Messrs. Fisher and Schwatt's work to mathematicians who would willingly see our methods of teaching algebra reformed. There are, no doubt, serious practical difficulties in the way of its general introduction into English schools. We should be glad if the difficulties could be removed. But, until a radical change is

made in the algebra papers of our principal examinations, the chief obstacle to reform will continue to block the way.

St. John Baptist College. By WM. HOLDEN HUTTON, B.D., Fellow, Tutor, and Precentor, and formerly Librarian, of St. John Baptist College. (5s. net. F. E. Robinson.)

It was a fortunate circumstance that the cupidity of Henry VIII.'s courtiers was satisfied with the seizure of monastic lands and revenues, and often found no use for monastic buildings. For this sometimes led to the rehabilitation of a college, and to the gradual gathering of a land endowment by the munificence of pious founders and donors. This was the case with St. John's. In the reign of Henry VI., 1437, a college was erected at Oxford for the use of students from Cistercian monasteries, and dedicated to the honour of the B.V.M. and St. Bernard "in the street commonly called Northgate Street." Its scanty lands were seized at the dissolution of the monasteries, but the buildings remained useless. These were bought by the founder, Sir Thomas White, in 1555: even to-day a considerable part of them remains as the Cistercians erected them. Sir Thomas bought back about half the ground from the President of Corpus Christi; then he bought more and more land; in 1573 Walton Manor was purchased with money bequeathed by the founder, and thus the College became the ground landlord of the greater part of the new town in North Oxford. It has added field to field, house to house, and, though very poor in its early days, has become increasingly wealthy.

Sir Thomas White is an interesting figure. A native of Reading, he was probably educated at the Grammar School there, since he endowed it with two scholarships at St. John's. Then he went to London as apprentice to a merchant tailor, Hugh Acton, a prominent member of the Merchant Taylors' Company. The good Acton left his apprentice £100 on his death in 1520. A little later White set up in business for himself, his career being quite a model for 'prentice lads. In 1530 we find him Renter Warden of the Company, and probably he was Master in 1535. He grew very wealthy, for in that year he was assessed at £1,000 for a "benevolence" to the King. He disliked civic honours, and in 1545 refused to serve as Alderman. The City Fathers promptly lodged him in Newgate and closed his shop. Sadder and wiser, he then consented to be Alderman, and in due time became Sheriff of London and Lord Mayor in 1553. He remained faithful to Mary, who knighted him, and during his mayoralty rendered her great service. He sat on the Commission which tried Lady Jane Grey, received the Spanish envoys who negotiated the marriage of Philip with Mary, routed reforming rebels at Southwark Bridge, tried the said rebels, and made proclamations for the observance of the Roman Catholic faith. Directly after he had doffed his Lord Mayor's robes, he set about the foundation of St. John's, a long cherished project. Quietly and pawkily he had been buying land in Oxford for some time, and on June 18, 1555, the new society took possession of the College. It has always had a close connexion with the Merchant Taylors' School; in the early days, out of fifty Fellows and scholars all but thirteen came from it.

Sir Thomas was a devout Romanist, but not disinclined to submit to the secular power. Probably he thought the College more important than either Papal or Royal supremacy. Mr. Hutton says he "loyally followed the Church of England." This also was the policy of Wm. Roper, a great friend of White's and son-in-law of Sir Thomas More. At this time Sir Thomas White ordered that "the children of those my 'prentices which be poor be received, and not the children of those which be rich and wealthy in no wise." The first four Presidents' tenure of office was very brief. The first seems to have cheated the founder of £20. The second was deprived for leaning to Papistry. The third resigned after a year, for fear of being deprived (he was a tremendous pluralist according to Mr. Hutton). The fourth was more businesslike and capable. Sir Thomas died in 1567, and our author has preserved for us two delightful letters, written just before the end, showing how much of his heart was in this great work. He lies buried in the chancel of the College Chapel, where he was laid without pomp or vainglory. Just a few days before his death he arranged that forty-three scholars from Merchant Taylors' School should be "assigned and named by continual succession" to St. John's. A hundred years after his death the remains of Laud and

Juxon were placed near his own, the former with the greatest possible simplicity, the latter with overwhelming pomp.

Mr. Hutton's chapter on the social life of the College in the sixteenth century is interesting; we read of scholars having a penny piece of beef among four of them for dinner (at 10 a.m.), a similar supper at 5 p.m., and evidently no refectory, no oasis in the long desert of hours between. There were no fires in private rooms, and students "are fain to walk or run up and down for half-an-hour to get a heat in their feet when they go to bed."

The founder evidently detested noise, as his regulations on the head of "immoderate clamour, laughter, noise, song, leaping, or the striking of musical instruments" are very minute. Football was banned, with the "game of painted cards." Singing birds were not allowed within the walls, and even the Fellows were forbidden to catch birds in the garden, though not outside. As far as possible, juniors were to be located with seniors in the bedrooms, so that they might have the good advice of the latter. The President was to order a scholar or chorister to sleep with a Master or Fellow, "that he might serve him in all things lawful and honest," but such society was at the Fellow's choice. Thus we find Laud with a chamber-fellow, one John Jones. Scholars were to be castigated by the President and Vice-President.

With Laud, sometimes called St. John's second founder, a new era of wealth and munificence began. He was President from 1611 to 1621, and succeeded by Juxon from 1621 to 1633. Mr. Hutton indignantly repels Mark Pattison's dictum on St. John's, that it was "corroded with ecclesiasticism," but, if not true of the nineteenth century, it does seem true of the seventeenth. Laud added greatly to the College buildings, especially the Canterbury Quadrangle, one of the noblest of Oxford's architectural glories.

From his time onward, the fate of the College was closely interwoven with the great struggle between Puritanism, on the one hand, and absolutism and ecclesiasticism, on the other, that unique struggle which has left England the thrice happy possessor of civil and religious liberty. Laud and Juxon were busy with their Star Chamber, Court of High Commission, Scots Common Prayer Book, and other arbitrary measures which roused the slow-moving Englishman to the point of civil war. Laud was Chancellor and Juxon, Bishop of London, Vice-Chancellor of Oxford University. In 1635 Laud made Juxon Lord High Treasurer of England, and thus we find the ex-scholar of Merchant Taylors', and scholar and afterwards President of St. John's, meddling with monopolies, customs, and a thousand things that touched the common purse in the days when no Parliament sat in England. It was of this appointment that Laud said that "under God he could do no more for the Church." Richard Spinke, a St. John's Fellow, attacked Juxon's appointment, but the College was wroth, and he had to read a recantation both in chapel and congregation. St. John's, of course, followed the King's fortunes in the war, melted its plate to pay his armies, and raised money when that was spent. In 1648 Oxford fell into the hands of the "Presbyterian gang": Dr. Baylie, the President, would not submit, and, with a number of Fellows, was turned out. "Thankful" or "Gracious" Owen took his place until the Restoration, when Baylie was replaced. And Tobias Rustat, yeoman, left a sum of money to the College, out of which the Dean of Civil Law was to give a lecture in College on October 23, "on which day the rebels were so bold to give pitch battle at Edgehill against Charles I.," and receive forty shillings for the same; the Dean of Divinity got a like sum for a lecture on January 30, the day of the King's beheading. Two separate sums of ten shillings were bequeathed for ever to a Fellow or scholar making a speech before supper, the one to reprobate the parricide (*sic*) of January 30, and the other to laud the glory and happiness of May 29.

Among the most cherished possessions of the College are Laud's cap and pastoral staff, and a curious portrait of the Blessed Martyr Charles I., with the penitential psalms engraved in minute hand on the lines of his hair and face. It is good to know that the "religious" question sleeps at last, and that the Fellows of St. John's may be other than members of the Church of England.

Mr. Hutton very cleverly beats up all connexion of his College with notable individuals, other than Laud, Juxon, Charles I., or Henrietta Maria. There was one, Mr. W. Shakespeare, and he would commonly lie at John Davenant's house. And the

brother of John was Edward, and Edward had a son Robert, a Fellow of St. John's. "I have heard Parson Robert say that Mr. W. Shakespeare has given him a hundred kisses." Sir William Paddy, too, had a great career in medicine; did not James I. leave him his prayer book, in which Sir William has written in his own hand the circumstances attending the King's death? Later in the century the Dutch Admiral Tromp visited Oxford, "much gazed at by the boys, who perchance wondered to find him, whom they found so famous in Gazets, to be at last but a drunkeing greazy Dutchman." Dr. Speed, of St. John's, "stayed in town on purpose to drink with him," with about five or six as able men as himself. We prefer to draw a veil over the proceedings. Tromp was carried to his lodgings; and, though Mr. Hutton says it is a curious picture of University life, he prefers to regard the incident as typical of the boldness and endurance of the medical profession, rather than of St. John's. Still, it appears that some sets of rooms were distinguished by the title "Fuddlers' Hall."

Early in the present century there arose one Dibdin, who criticized the College—"lectures had only the air of schoolboy proceedings, nothing lofty, or stirring, or instructive, was propounded to us." But this was before the era of University Commissions.

For the last 104 years, St. John's has had only three Presidents—Dr. Marlow, 1795–1828; Dr. Wynter, 1828–1871; Dr. Bellamy since 1871.

The Five Windows of the Soul; or Thoughts on Perceiving.

By E. H. AITKEN. (7½ x 5 in., pp. viii., 257; price 6s. Murray.)

Some of our readers may remember Mr. Aitken's "The Tribes on My Frontier" or his "A Naturalist on the Prowl." If so, they will know that he has a singularly happy knack of making a subject interesting, as well as much skill in simple, clear expression. His thoughts on perceiving are certainly both interesting and well expressed, and, if here and there we cannot accept his psychology entirely, we never feel inclined to differ otherwise than gently. The main theme of the book is the consideration of what it is in our perceiving which gives rise to our feeling of pleasure in the beautiful—the beautiful in sound, motion, form, colour, &c. His conclusion is that "our sense of beauty is nothing else than a joyous perception of the lines on which this universe in which we live is planned" (page 188)—a recognition of a thing's being in harmony with the laws of its nature and perfectly adapted to the purpose of its existence; a delight in the evidence of the harmonious working of law. A curve, for instance, is beautiful when it is the expression of some law, or, as Mr. Aitken puts it, when it is definable in mathematical terms. To arrive at this conclusion, we have to consider the nature of perception, and this in connexion with each of the organs of sense; but it is not necessary for this consideration to be exhaustive. Here and there, however, we cannot help thinking that Mr. Aitken's brevity is liable to be a little misleading, though not in any matter of prime importance.

We cannot accept the bare statement that pain is an excess of what is pleasurable. Pain is an impairing of functional activity, and this may be due to defect, as well as to excess, of exercise, to faulty exercise, or to injury to some organ, &c. Still, it is quite true that pain and pleasure are closely related as being, when physical, both of them effects produced on nerves of sense. Nor do we look upon the tongue as an efficient judge as to what is wholesome for the stomach, nor upon the sense of smell as of high value as a protector; but these are minor matters.

Chapter vi., on "The Pleasures of Hearing Music," is, to our mind, the best in the book. The analysis is very carefully done, and the whole subject is treated with remarkable skill. We have here, of course, the immense advantage of possessing a science of sound and of music, which makes clear to us the nature of sounds and of their relations to one another. In the case of seeing, we have a similar advantage, as long as we restrict ourselves to the pleasures of form; but when we come to colour our difficulties become very great, and Mr. Aitken does not pretend to do more than offer suggestions. Many of these are interesting, and particularly so is what he has to say about what harmony of colour depends on, though no conclusion is come to, naturally enough. We are inclined to agree with the forecast that, when we do succeed in making our analysis, we

shall find that what is "lovely and delightful in colour is an expression, in some form, of the eternal laws of time and space." We could, however, have spared most of what is said about "colour music." It is somewhat too rhapsodical. Mr. Aitken, by the way, does not seem to be aware that a year or two ago we had a "colour organ" and "colour concerts" in London, which were curious, but not successful.

What is said about the "moral sense"—we ourselves should have written *moral sentiment*—is not very helpful. It is treated too much as if it were a special separate faculty of the mind, instead of a form of emotion—one of the sentiments, an integral part of the mind itself. Nor are we quite able to understand what is meant by saying that science enables us to know *about* a thing, but not to know the thing itself (page 244). Either *science* or *knowledge* must be used in some rare sense. Perhaps *science* is here to be taken as "book information." When the next edition is being prepared, we would recommend that a better and fuller index be supplied. But we will not conclude what we have to say with fault-finding. Whether the eternal laws of time and space have anything to do with it or not we cannot tell, but we have certainly found much pleasure in reading this book. It is never dull, and almost always it is both instructive and suggestive.

The War in the Peninsula, 1808-1814. By ALEXANDER INNES SHAND. (Seeley.)

Like other volumes of the series to which it belongs, this book is illustrated by some excellent portraits. Beyond this there is not much to be said for it. Mr. Shand mentions that he had the advantage of talking over these campaigns with the late Sir Edward Hamley; but his work compares very unfavourably with Hamley's admirable account of the war in the Crimea, which forms another volume of this series. It is, in the main, a rather dry epitome of Napier. Now, Napier is not easy to epitomize. His style is full of movement and passion, restrained or unrestrained; and when it is turned into commonplace prose the impression produced is apt to be something like that of an instantaneous photograph of a galloping horse. But that is not all. Mr. Shand goes much beyond his original. For instance, Napier tells us that shortly before Salamanca: "The officers of the Allies were anxious to receive the signal of battle; they were discontented at its being delayed, and many amongst them murmured that the French had been permitted to retreat from Christoval." This we find rendered: "The army, disgusted at what seemed cowardly caution, was verging on open mutiny" (page 165). The British soldier is apt to be a grumbler; but, happily, there is a wide gulf between grumbling and mutiny.

Again we are told: "Had Beresford obeyed his orders, he would have occupied Merida" &c. (page 115); but this is not what Beresford was ordered to do, but what Napier thought he should have done. So, again, Hardinge at Albuera is said to have saved the battle by "boldly disobeying Beresford's orders" (page 143). Napier makes no such claim for him: He "urged Cole to advance with the Fourth Division." It was the general, not the staff-officer, who took the responsibility of the movement. Hardinge could only have done so by affecting to be the bearer of orders from Beresford, which would not have been a "noble action." In the account of this battle no mention is made of Houghton's brigade, whose astonishing tenacity was, perhaps, its chief feature, and Colborne's brigade is described as Stewart's, Stewart being, in fact, the commander of the division.

Similar mistakes abound. Clausel is spoken of as "one of Napoleon's latest creation of marshals" (page 173); he was made a marshal by Louis Philippe. Girard is twice mentioned as Gerard. We are told that "the fugitives from Ocaña and Alba de Tormes again sought refuge among the precipices of the Morena" (page 88); and that Joseph ordered Soult to join him, "falling back either through Murcia or Valencia" (page 179), as if these were alternate routes from Andalusia. Craufurd (spelt "Crauford," by-the-by) is oddly selected as an example of the fear of responsibility which Wellington complained of in his generals. Napoleon is said to have withdrawn forty thousand veterans from Spain "when he found that Berthier's incapacity had compromised affairs on the Danube" (page 79). Jomini, who had a grudge against Berthier, makes the most of his blunder, and of what might have come of it, but he does not suggest any connexion between it and the with-

drawal of the troops from Spain. That was called for in any case by the exigencies of a war with Austria. Castlereagh is called "Secretary-at-War" (page 30); he was Secretary of State for War and the Colonies—a very different office.

It was a good idea to turn the table of contents into a chronological summary of events. But the book must be very thoroughly revised before it can be recommended to those readers—not very many, perhaps, after all—who want something more than Napier's "Battles and Sieges" and something less than his "History."

An Elementary Text-Book of Botany. By SYDNEY H. VINES, M.A., D.Sc., F.R.S. (Pp. 611, with 397 illustrations. Sonnenschein.)

Referring to the "Student's Text-Book of Botany," by the same author, Prof. Vines states, as the *raison d'être* of the present volume, that it occupies two hundred pages less than the earlier volume. It is to be regretted that he did not carry the same principle further, by the excision of the greater part of "Part IV., Classification," in fact, of almost the whole of what is now printed in smaller type. The attempt to crowd so much into one volume is not in the interest of the student, who wants broad facts, not minute details. What, for instance, to him are the characters of the different "series" or "sections" of *Jungermanniaceæ*, or the division of *Compositæ*, not only into sub-orders, but into tribes?

Confining oneself to the really useful sections of this work—those on morphology, anatomy, and physiology, we doubt whether the leading facts in the structure and life-history of plants have ever been presented to the student in clearer form. The author has done well in omitting from the present volume some difficult points, such as the details of nuclear division and the alternation of generations in *Thallophytes*, which found a place in the "Student's Text-Book." The illustrations are, as a whole, excellent; but some familiar ones ought in future to be banned from all botanical works—take, for example, Fig. 144, illustrating the *Conjugatæ*, which is purely diagrammatic, and not after nature.

FRENCH GRAMMARS.

- (1) *The Principles of French Grammar, with numerous Exercises.* By C. S. LE HARIVEL. (Pp. 368; price 2s. 6d. Oliver & Boyd.)
- (2) *The Child's French Grammar.* By CLARA FAIRGRIEVE. (Pp. 67. Oliver & Boyd.)
- (3) *A Three-Year Preparatory Course in French.* Vol I., *First Year*; Vol II., *Second Year.* By C. F. KROEH. (3s. 6d. Macmillan.)
- (4) *French Commercial Correspondence and Reader: Intermediate Course.* By LADISLAS SOLEIL. (Kegan Paul.)
- (5) *Short French Examination Papers.* By H. R. LADELL. (2s. 6d. Relfe Brothers.)

(1) Method as follows:—(a) Rules, of which some are too abstract to be understood by the young, viz., "The article is generally used with nouns taken in a complete sense." In addition there are lists of words and exceptions, including the familiar *bal, chacal, bail, bailleur*, which call up in our mind painful recollections. (b) Disconnected sentences, French-English and English-French—"Did you hear the owls?" "Give me a few pence," and the like. The author's experience should have put him on his guard against such expressions as "*beaucoup de fleurs* (not *des fleurs*)," "do not say *un cent*," (pages 10, 51). *Bachelier de lettres* (page 5) is not equivalent to B.A. On the whole, the work has been done with much care; but it is no better and no worse than many other text-books of the same type, and it will produce the same meagre results.

(2) Same method with slight variations and much less grammar: but *bal, carnival, bail*, are not forgotten, and the pupil is required to exercise his wits on "The father has a pocket," "James's beautiful cup is in the garden," &c. The work, such as it is, has been conscientiously performed, and it is excellently printed.

(3) These two books are of an entirely different stamp. The method is somewhat as follows: (a) Words and phrases to be learnt either by translation or in connexion with objects or actions. (b) Grammar partly in the form of notes to the sentences and partly in tables. (c) Passages with interlinear translation to serve as reading lessons and for dictation. (d) Conversation lessons consisting of answers and questions in English and French—not a very effective method. (e) Translation into English. (f) Translation from French by ear (interlinear translation). (g) Oral translation from English into French. (h) In the second volume extracts from Verne's "Around the World in Eighty Days," in addition to a great deal of verb drill, exercises, &c. This does not exhaust the details of the method, but enough has been said to show that the work is a mixture of the old and the new. The defect of the book is a lack of sequence in the arrangement of the material. And constant drill in expressions like "*L'homme propose*

et Dieu dispose" is calculated to make the work more tedious than it need be for beginners. The method shows a distinct advance on that adopted in the ordinary text-books.

(4) We must confess at the start that we fail to understand what is the method adopted by Mr. Soleil. In "How to Use the Book" we are told that the work is to be done "entirely in French." Deeply interested, we turn to the text and find a number of letters and extracts dealing with commercial matters. At the head of each stands "Traduire en Anglais." Mystified, we return to "How to Use the Book," and find that (a) "The master should read the lesson in a very loud and distinct voice." (b) He should translate the lesson, pointing out difficulties. (c) The pupils should read and translate the same. (d) The remainder of the time should be devoted to "French conversation in the manner indicated hereafter." All we can gather from the subsequent notes is that the teacher is to question his pupils in French on the subject-matter and grammar of the letters and extracts, but no hint is given as to how the pupil is to be made to understand such questions or where he is to find the answers. So much for the method. The subject-matter is, as far as we can judge, both useful and well chosen.

(5) "The following papers have been compiled for use in the last fifteen or twenty minutes of a French lesson." After the first fifty papers free use has been made of the permission granted by the authorities of the London University, College of Preceptors, Oxford Delegates, the Joint Board, and Cambridge Syndicate, to utilize the questions set in their examinations. The book will therefore prove useful to those preparing pupils for the above examinations.

FRENCH READERS.

- (1) *Selections from Taine*. Edited by F. STORR, with an Introduction by C. SAROLEA. (1s. 6d. Blackie.) (2) *Voyage autour de ma Chambre*. By X. DE MAISTRE, with Biographical Notice, Notes, and Vocabulary, by G. E. FASNAUGHT. (1s. 6d. Macmillan.) (3) *Voltaire's Prose*. Extracts selected and edited by A. COHN and B. D. WOODWARD. (6s. Boston: Heath & Co.; London: Isbister.) (4) *Le Masque de Fer*. By DUMAS. Edited by R. L. A. DU PONTET. (Arnold.)

(1) "The aim of this book of selections is to give a comprehensive view of one of the giants of French literature." It is certainly remarkable that Taine's writings have not already found their way on to the desks of sixth-form boys and girls. They afford excellent material for a good Reader. Mr. Storr would go further, and "maintain that the rudiments of political philosophy, of literary and æsthetic criticism, and of rhetoric or the art of composition, are better studied in Taine than in Aristotle." This admission, which enforces Mr. Welldon's remarks to the Modern Language Association, deserves to be recorded, for it shows that classical scholars are beginning to recognize how baseless is the venerable assumption that classical study affords an unrivalled intellectual discipline. It would be difficult to find subject-matter better calculated to stimulate thought than what is contained in many of the selections before us, notably in "Le Public Française et le Public Anglais," "Nature de l'Œuvre d'Art," "Forme d'Esprit des Français," "Balzac," and "Shakespeare." On the other hand, we regret the insertion of two or three of the selections. Our impression is that even a sixth-form boy would fail to appreciate the merits of a descriptive chapter like the "Ruines de Pompéi" or of the somewhat recondite review of the "Rôle civilisateur du Clergé au Moyen Age," when written in a foreign language by an author possessing an unusual wealth of vocabulary. Better than these would have been one or two pieces illustrative of Taine as a humorist—for instance, the delightful pages under the heading of "Plantes et Bêtes" (239-246) in the "Voyage aux Pyrénées." The "Selections" are completed by a suggestive introduction and a series of carefully written notes; no vocabulary.

(2) If, as may be reasonably supposed, "Macmillan's Primary Series" are intended for elementary classes, this book seems to us out of place. Our impression is that the *douce malice* and *la grace souriante*, which, according to Sainte-Beuve, constitute the charm of Xavier de Maistre, would be entirely lost on small boys, and would not even be appreciated by middle forms. For advanced students much of the book would make delightful reading. The notes are helpful, but the vocabulary very incomplete. On one page (50) there are nearly twenty words omitted. On the same page occurs the expression "Quelle confiance sans bornes!" This, translated by the help of the vocabulary, would run thus: "What confidence without milestones!" or, if you prefer it, "landmarks"! An incomplete vocabulary, as we have had occasion to state before, is a constant source of annoyance in the class-room.

(3) The price of this work, the number of pages (454), and the nature of the notes indicate that it is intended for advanced students. "The editors have endeavoured to select extracts that will enable the readers to understand what Voltaire achieved"—in other words, what he taught the men of his time. We have extracts from his "Théâtre," "Histoires," "Dictionnaire Philosophique," "Romans," "Mélanges," and "Correspondance"—enough, in fact, to give the student who is not disposed to work through the seventy odd volumes of Voltaire

a very sufficient insight into his thought. There is a good biographical introduction. In it, however, occurs a statement which will astonish many: "This name, Voltaire, does not stand before the world as that of a great artist; he is not a Shakespeare, a Molière, a Goethe." The only conclusion to be drawn from this is that, in the literary world, poets and dramatists alone are artists. The notes, perhaps too brief, are well done. We notice (19, 2) *le siège*, which should, according to the final decision of the Academy, be *siège*.

(4) This is a selection from "Le Vicomte de Bragelonne," the third part of Dumas' famous trilogy. It is full of stirring scenes. According to Dumas, the *masque de fer* is worn by the twin brother of Louis XIV. I believe I am right in saying that M. Brentano has given another and more probable solution of the mystery in his "Légendes et Archives de la Bastille." The notes have been very carefully done, but a large number of them are superfluous. No vocabulary.

Half-hours with Modern French Authors. Unseen Passages from Modern French Authors. By J. LAZARE. (Hachette.)

The two books are one and the same, despite their different titles, a matter of which the newspapers have lately been justly complaining. So much are they the same that the same preface, with a significant omission, does duty for both. For the second-named volume we have nothing but praise. One hundred prose passages, averaging 500 words in length. The range of authors is large, and the authors are modern in the strictest sense, most of the extracts being copyright. The selection has been made with taste and discretion, and nearly all the passages are worth translating, not, as is too often the case in unseen papers, mere tests of the pupil's vocabulary. The other face of Janus pleases us less. As for the vocabulary, it is the most notorious "bit of scamping" we have come across lately. It is in nowise complete, although the preface complacently states it contains sufficient information "to enable even elementary students to translate," &c. In the first five pieces in the book we read through, we "looked up" at random the ten words that struck us as the most difficult to translate into our own language; six of them were not given! We noted also several words had no gender given (*buis*, *comptoir*, *gazon*, *taille*). If Messrs. Hachette publish many more such slovenly school-books, they certainly will not add to their reputation.

German Prose Composition. For Middle and Upper Forms.

By R. J. MORICH. (4s. 6d. Rivingtons.)

It is intended for pupils who have already mastered the accidence. Besides passages for translation, it contains some notes on syntax, a collection of "phrases and idioms," and a vocabulary which will be found of great help, and which has been introduced on account of the inadequacy of the ordinary English-German school dictionaries. The work, as might be expected, has been carefully performed; but we doubt whether this method of teaching German, unless employed by a very able teacher, is calculated to inspire learners with an ardent enthusiasm for the language, or to advance them far in the knowledge of it.

Practical Magnetism and Electricity. By J. R. ASHWORTH. (Whittaker.)

In the study of the experimental sciences it is absolutely essential that the student should do the experiments himself; even more so in the case of beginners. In this book the elementary student has a carefully selected series of experiments in magnetism and frictional and current electricity given him to perform, many of them leading to quantitative results. It is the course followed by the pupils of the author who are preparing for the Elementary Stage in Magnetism and Electricity at the Science and Art examinations, but is also a good elementary course, forming a basis for more advanced work in the subject. A few of the experiments—e.g., determination of the specific inductive capacity—require more experimental skill than belongs to beginners, and hence may be postponed to a later stage.

Electricity treated Experimentally. By L. CUMMING. (Longmans.)

An excellent little book, suitable for the senior classes in public schools, containing the substance of experimental lectures given by the author to the senior boys at Rugby School. This is the fifth edition; the first having been issued twelve years ago. The author has not neglected the opportunity thus furnished of keeping up with the times. The subject-matter covers the usual range; the mathematics employed are of the simplest, and the illustrations are numerous and good.

Notes on Volumetric Analysis. By J. B. RUSSELL. (Methuen.)

This little production of forty pages scarcely calls for comment. It is accurate, and, so far as it goes, may prove useful; but it is doubtful whether the beginner had not much better purchase the larger books of which this and many more are simply selections.

The Imperial Heritage. By E. E. WILLIAMS. (7¼ × 5 in., pp. 243, illustrated; price 2s. 6d. Ward, Lock.)

This is a belated Jubilee book, though its title-page bears no date, which is a serious fault. Here and there it is written in a style somewhat like that called Jubilee-journalism; but, for the most part, the writing is simple, clear, and pleasant, while the subject-matter—as far

as we can judge—is accurate, and dealt with in a business-like way. The book consists of brief descriptive accounts, largely statistical, of our greater colonies, taken singly or in groups. The space which the author has allowed himself seems to us much too small for the purpose of the book; but what there is of it has certainly been used well. The photographic illustrations are satisfactory, but, as a rule, are only indirectly connected with the text. There is an introduction dealing with our Imperial heritage as a whole, and an epilogue, entitled "The Shadow in the Picture." The book is well printed.

Object Lesson Handbook of Natural History. (7¼ × 5 in., pp. xxxii., 186, illustrated; price 2s. W. & A. K. Johnston.)

This little book is specially adapted to the publishers' series of Natural History Plates. These plates were, we are told, painted from life, and are here reproduced as small photographs; to which are added short paragraphs giving a few facts about the birds, beasts, &c., represented. The outlines of two essays are prefixed, dealing with "Education and Child Mind" and "Education and the Use of Pictures" respectively—both more or less helpful. The descriptive letterpress also is adequate to its purpose.

Elementary Mathematics, including Arithmetic, Euclid, and Algebra.

By J. L. S. HATTON, M.A., and G. BOOL, B.A. (7 × 4¾ in., pp. 1-356. Whittaker.)

The range of this book corresponds to that of the First Stage of the Science and Art Department. The reader is supposed to have some knowledge of arithmetic, but none of Euclid or algebra. With the exception of three pages on the contracted multiplication and division of decimals, the first part mainly follows old-fashioned types. The Euclid includes the First Book and some of the usual additional propositions. It is in this part that the chief variation occurs. Every proposition is printed in double columns; on the left-hand side, it is given in full, and on the right in abbreviated form with symbols. We cannot say that the change seems to us a commendable one, analyses of this kind being made most usefully by the reader himself. The third part consists of algebra without the fundamental laws, and extends to simultaneous simple equations and fractions. A careful study of the whole book will probably enable pupils to pass the First Stage with success; but, without other aid, they will not obtain a scientific knowledge of their subject.

The Works of Lord Macaulay. Albany Edition. Vols. VII.-XII. (8 × 5½ in., with portraits; price 3s. 6d. each vol. Longmans.)

Now that we have all the twelve "Albany" volumes before us, we are more than ever struck by the fact that they form a very handsome edition of Macaulay's works offered at an extremely moderate price. As our readers will remember, the "History of England" filled the first six volumes. Volumes VII.-X. are devoted to "Essays and Biographies," and Volumes XI. and XII., to "Speeches, Poems, and Miscellaneous Writings," and the general index. As heretofore, each volume contains a well printed portrait. In the Essays volumes these are of Henry Hallam, Samuel Johnson, Gladstone, and Oliver Goldsmith; in the remaining two they are one of the first Earl of Auckland, and the other a particularly pleasing portrait of Macaulay himself, taken from a picture in the possession of Mr. T. Norton Longman. The general index is a very full one, and occupies no less than 164 pages. For those who get the whole of the edition it is no doubt much more convenient to have but one index, and that in the last volume. But those who get the History or the Essays only will have to do without an index. Perhaps, however, it is not intended that the public should get single sections of this edition. In any case, we have to thank Messrs. Longmans for putting Macaulay's works within reach of us all, in a form which makes it a real and unmixed pleasure to read them again. Cheap editions are often rather terrible things for a hard-reading student. Here we have cheapness and excellence combined.

(1) *Some Elements of English Grammar.* By L. C. W. THRING, M.A. (7 × 5 in., pp. 101; price 1s. 6d. Relfe Brothers.) (2) *English Grammar.* By M. W. JENNINGS. (7¼ × 5 in., pp. 181; price 1s. 8d. Longmans.) (3) *Elements of Grammar and Composition.* By E. ORAM LYTE, A.M., Ph.D. (7¼ × 5 in., pp. 224. American Book Co.)

(1) Mr. Thring's book is in its second edition. He has been struck, as many other teachers have been, by the fact that the difficulties of teaching Latin to boys are very much increased by their not, as a rule, understanding the uses of words and the constructions of sentences in their own language. So he gives the elements of English grammar distinctly as an introduction to Latin. The idea is in many ways a good one, but, unfortunately, the author has felt himself bound to adopt the phraseology of the Latin Primer—a phraseology both faulty in itself and only partly applicable to English. The result may be imagined—though it might have been worse than it actually is. Gender and case are treated in a confused manner; indefinite and demonstrative pronouns are omitted; in "the boy stood on the deck," the last three words are called a *prepositional* phrase, and then we are immediately told that *prepositional* phrases are either adjectival or adverbial, while we are not told what a *phrase* is; there is some wild

work with participles and verbal nouns and gerunds; and so on. Yes, the idea is a good one; but the author should know English grammar better, and not try to squeeze it into the mould of the Primer.

(2) Miss Jennings was formerly at Lady Margaret Hall, and is now a mistress at Queen's College, Barbados. Her little book is cast precisely in the form of Dr. Morell's once well known grammar, and shares its mistakes as well as its good points. The examples, which are chosen with taste and judgment, are all taken from standard authors, chiefly poets.

(3) Mr. Lyte's book is intended for use in the upper grammar grades of city schools in the United States, and he himself is Principal of the First Pennsylvania State Normal School at Millerville. The lessons on grammar—which are more or less sound—are intermingled with lessons on literature and composition. The plan does not strike us as a particularly good one; it is apt to lead to much that is scrappy, hurried, and superficial. Still, in the actual lessons themselves, teachers will find many good suggestions as to the material and method which may be used when they are dealing with English grammar.

"The Athenæum Press Series."—*Selections from the Writings of Walter Savage Landor.* Edited, with Introduction and Notes, by W. B. SHUBRICK CLYMER. (7¼ × 4¾ in., pp. xxxix., 261, with portrait; price 4s. 6d. Arnold, for Ginn & Co.)

We have already noticed more than one volume of this well printed and carefully edited series, which caters successfully for the studious general reader rather than for the professed student. "The aim of this volume," Mr. Clymer tells us, "is to show the most characteristic traits of a richly gifted writer, whose complete works few readers care to confront." He seems to us to have done what he proposed to do, both in the introduction and in the selections themselves. The former begins with a brief, simple life of the writer, based on all the best known books on the subject, and quite adequate to the series; and this is followed by a just and temperate appreciation of Landor's prose together with a few remarks on his poetry. The selection of pieces is satisfactory and does not unduly overlap other well known selections. There are twenty-seven pieces chosen from the "Imaginary Conversations" and the "Pentameron" and "Pericles and Aspasia," and nineteen poems—as a rule, very short. It is rather difficult to understand why we are given the *first*, instead of the *last*, text of "The Death of Artemidora," especially as the latter is accepted as the better of the two. The notes are short, simple, and not too numerous. They supply all that an intelligent reader, not too anxious for elaborate detail, can possibly need, and show good judgment and sufficient insight. We like the book; but the price seems unduly high.

Class Book of Modern Geography. By W. HUGHES, F.R.G.S. New edition revised by ARTHUR HILL. (3s. 6d. Philip.)

The growing importance of many newly developed regions has given a good excuse for fresh editions of popular geographies, and in the one under review we find that the new centres of public interest are adequately dealt with. In addition, commercial geography is more carefully treated than heretofore; a good map of the railway and ocean trade lines of the world serving as a frontispiece, while the terms Budget, Zollverein, Free Trade, and others, though not geographical, are introduced and usefully explained. The etymology of geographical names should also prove useful. But it will always remain a very solid book, useful rather for reference than for reading or for the formation of general geographical ideas.

Clyde's School Geography (4s. Oliver & Boyd) reaches its twenty-sixth edition, and, though rather staid in style, is none the less readable. In matter it is quite up to date, a slip, for instance, being inserted regarding Spain's foreign possessions; but the author prepares details which shall prove useful as the interest of the world shifts from one quarter to another, and aims, as a rule, at giving a fair general impression of the different countries with which he deals. The technological appendix describes the various staples of trade, and defines the terms which are too often but mere names to the student of geography.

Newton Science Readers. III. (1s. 2d. Blackie.)

Mr. Furneaux is so at home with his subject and so used to writing for children that his information appears on these pages without sign of effort, and is therefore easy and attractive to read. Yet he deals more fully with his subjects—animal, vegetable, and general—than is usually the case in the lower standard science readers. He adopts a pleasant variety of method in the different lessons, and the illustrations, some coloured, add to the pleasure of the book, while the summary increases its value.

Coloured Wall Charts. (38 × 30 in. Bacon.)

Edible Birds.—Some of these are successful, and like the real creatures; but the plover seems to us a failure. There is also no attempt to preserve right relations as to size. *Flags of the United Kingdom.*—Well and clearly printed. *Poisonous Plants.*—Prettily printed; but some of the plants are not very like their originals, and there is much confusion as to relative sizes. This is to be regretted all the more because the chart has an attractive look about it.

Coloured Wall Charts. (34 × 28 in.; price 3s. 6d. each.

W. & A. K. Johnston.)

The Water Wheel.—A pretty picture; but the real nature and use of the wheel might have been brought out more clearly. *The Duke of Wellington.*—A picture of the great Duke surrounded by sketches of places connected with his life. Very far from attractive.

The Rose and the Ring. By W. M. THACKERAY. (Smith, Elder.)—We are rejoiced to see a new edition of this old favourite: it is most refreshing to turn over the pages and see Prince Bulbo in all his glory, and King Valoroso's crooked nose, after his little encounter with the warming-pan.

Cranford. By Mrs. GASKELL. (Macmillan.)—A new feature of this edition is that forty of the admirable illustrations, by Hugh Thomson, are now tinted in colours. There is a great demand for colour in these days, but we must confess that it seems to us rather like painting the lily, and that the pictures lose rather than gain by the addition. In other respects the get-up leaves nothing to be desired.

A National Grammar. Part II. *Inflexion and Style.* By J. N. CON. (Melbourne: Melville.)

"Inflexion" is clearly and pointedly explained, and the treatment of "verb groups" is particularly good. To treat "style" in a dozen or so short pages is a hopeless task.

The Poetical Works of John Greenleaf Whittier. Edited by W. G. HORDEN. (Price 3s. 6d. Henry Frowde.)

This is the first complete edition of Whittier's poems issued in England. Everybody knows by heart, or ought to know, "Maud Müller" and "Barbara Frietchie," but Englishmen who could name offhand a third poem are rare. John Bright counted Whittier among the great world-poets—an extravagant estimate, in our judgment—yet we should award him an equal rank with Longfellow, who has in England eclipsed his fame.

A Short History of Greece. By W. S. ROBINSON, M.A., Assistant-Master at Wellington College. Third Edition. (Rivingtons.)

This book is intended for pupils who have not yet reached 'the standard of such books as Smith's or Oman's Histories'; yet it is often fuller than Dr. Smith's "Smaller History," for which we confess a liking. It appears that the book is required, since it has reached a third edition. The style is clear and pleasant, but the book is not so easy, to use the schoolboy's word, as Dr. Smith's.

Livy, Book I. Edited by A. F. HORT, M.A., Assistant-Master at Harrow School. (Rivingtons.)

If another third-form edition of the first book of Livy is needed, the work could not well have been better done than it has been done here. The edition is eminently likeable. The introduction is concise, yet clear and significant. The notes are scholarly and attractive.

The Odes of Horace, Book I. Edited by STEPHEN GWYNN, late Scholar of Brasenose College, Oxford. With Illustrations from antique gems. (Price 1s. 6d. Blackie.)

One more elementary edition of Horace, one more series of elementary Latin classics. Yet we have Wickham's and Page's Horace. It is difficult to see what further elementary editions of Horace are needed at present. The "cuts" are occasionally interesting.

Greek Prose Composition for Schools. By M. A. NORTH, M.A., and the Rev. A. E. HILLARD, M.A., Assistant-Masters at Clifton College. (Price 3s. 6d. Rivingtons.)

These exercises are carefully graduated and selected, and the book supplies a want. The notes are suggestive, but the careless boy—that is to say, the average boy—will not appreciate them. Such a boy will take these notes exactly as they are written, and when his master boxes his ears for so doing, he will reply, with some justice, "Well, it's in the notes, Sir."

Pliny's Letters, I.-XII. Edited, with Introduction, Notes, and Vocabulary, by C. J. PHILLIPS, B.A. (Macmillan.)

Quotation from preface:—"The edition has had the advantage of practical advice, based on long experience, of Mr. G. Collar, B.A., Headmaster of the Stockwell Pupil-Teachers' Centre." Possibly Mr. Collar has not supervised the preface, and, we would add, the introduction and notes—only then, where would Mr. Collar's advice come in?

"The University Tutorial Series."—*The Tutorial Greek Reader.* By ALEXANDER WAUGH YOUNG, M.A. Lond., Fellow of University College, London. Second edition. Enlarged. (Price 2s. 6d. Clive.)

The new edition of "The Tutorial Greek Reader" contains, in Part V., harder extracts for translation, as well as passages from the London University Matriculation papers—these latter will undoubtedly prove useful. Exception may be taken to a remark in the preface in regard to the difficulty of Greek as a language to be studied by young boys and girls. Perhaps, the most important argument in favour of retaining Greek as part of the curriculum of preparatory schools is this,

that Xenophon is both easy and fairly interesting, far easier, for instance, than Cæsar. As to the selections made, the average schoolboy is getting rather tired of the crocodile, and the phoenix, and the story of Solon; but, on the whole, the extracts are well selected, and the vocabularies helpful, while the index to the vocabularies should save the student a lot of time.

"Pitt Press Series."—*The Clouds of Aristophanes.* Edited, with Introduction and Notes, by C. E. GRAVES, M.A., Fellow and Lecturer of St. John's College, Cambridge. (Price 3s. 6d. Cambridge University Press.)

There is nothing particularly noticeable in this edition of "The Clouds." Mr. Graves explains that, "in accordance with the wish of the publishers," he has been as concise as possible, and hopes that he will not prove to be obscure. Such an admission is sure to be seized upon; hence rather special pains have been taken in arriving at the conclusion that the editor is occasionally obscure. Every note should be, within certain limits, complete in itself. Such sentences as the following are dark: "The old citizen's conception of a Sophist was like the typical British sailor's notion of a lawyer." "Socrates, as we know him, was the very opposite of the quibbling and equivocating pedant." To be sure, we know Socrates as the best and most soul-stirring of men; yet, were he to come among us now, the average person would probably vote him an intolerable pedant and nuisance, and, indeed, he was a bit of a pedant and quibbler. The notes are, generally speaking, sufficient.

The Art of Writing English. By Prof. MEIKLEJOHN. (Holden.)

Whatever Prof. Meiklejohn writes is sure to be vigorous and racy, and, on the subject of English composition, he is peculiarly well qualified to speak. By a strange irony, treatises on rhetoric have commonly been undertaken by teachers whose own style had no distinction; and, though we can imagine a thorough master of harmony whose own compositions were contemptible, the parallel hardly holds good of writing. A bad writer can hardly be a good teacher. Prof. Meiklejohn shows both by precept and example; he avoids all formality and pedantry; there is hardly a dull page. The chief merit of the book is that it gives the pupil plenty to do, and work of the most varied kind. There is only one chapter in which we find ourselves in disagreement. Our notions of paraphrasing differ considerably from the author's. We take at random one of the model paraphrases given. The lines from Goldsmith's "Deserted Village," "Ill fares the land," &c., are too well known to need quoting. Prof. Meiklejohn renders: "Ill fares the land—a prey to ills that crowd upon each other when wealth is heaped up and industrious men die out. Princes and lords may flourish and may decay—the breath of a sovereign can make the one, as it has done before; but a bold and hardworking peasantry—the pride of their country—if once allowed to disappear, can never be restored to the land they have left." This seems to us a transcript, a replica, not a reproduction of the same in a different form. "A country with a decreasing population, in which only the rich grow richer, is predestined to a speedy decline and fall. For an aristocracy is an artificial product that can be created at any time by a royal fiat; but the sturdy sons of the soil, who form the glory of a nation, if once uprooted, can never be replaced." It may seem conceited to say so, but we think an impartial examiner would assign to us our paraphrase the higher mark, as showing what the Professor's fails to show, that the passage had been digested and assimilated by the pupil. "Odd-rot-'em" (page 150) is a curious spelling; *litotes* (page 211) is a curious accentuation. "Mr. Carlyle has taught us that silence is golden in thirty volumes" (page 278): Here the "dislocation" is intentional, and to restore the logical order spoils the epigram. Surely "wages" and "pains" (page 300) are used in modern English as plurals oftener than as singulars.

English Prose. Part II. By J. LOGIE ROBERTSON, M.A. (Blackwood.)

This collection is well adapted to the purpose of showing the student the various styles of the writers from whose works the extracts are taken; but there is some fault to be found with the book if we regard it as intended to teach the young idea how to clothe itself in the best English. It is absurd to complain of omissions in a work of this size; but, since so much must of necessity be left out, it is doubtful whether in an English Reader it was altogether well to include so much that is Scotch. Making every allowance for the natural tendencies of both author and publisher, a single passage from Wilson's "Noctes" would have sufficed to indicate the author's style; and, though it is very right that Stevenson should find a place in this book, it might have been better to choose a passage more free from technical terms than the fine chapter about the duel with the pipes. Notes that explain purely Scottish idioms are out of place in a collection of English prose. Nevertheless, the quotations are, as a rule, extremely well chosen; they have the surpassing merit of being interesting, and it is of the utmost importance in teaching students to understand the beauty of their own tongue that the examples brought to their notice should enthral their imagination, and lead them to study the great works from which the extracts have been taken. Mr. Robertson's notes are brief and clear,

and this "second part of English Prose" is a worthy successor to the volume that preceded it.

The Secret of Achievement. By O. SWETT MARDEN. (Nelson.)

This book may be briefly described as Smiles's "Self Help" brought up to date and done into American. "What a lesson is Napoleon's life for sickly wishy-washy prospectuses and effeminate dudes." This statement is, no doubt, very true and forcible, but the English student will need a dictionary in order to fully understand it. The book largely consists of quotations from the speeches and writings of eminent men from Hesiod to "Ian Maclaren"; but, as these quotations are scattered broadcast over three hundred pages, this work cannot be of much value as a book of reference. The title will, it is to be feared, repel rather than attract the young people for whom the book is intended; it proclaims the pill too clearly, and scarcely hints at the jam; whereas the jam, the interesting stories of famous men and women, is really very good. Madame Calvé's words are especially useful as a salutary warning to stage-struck girls. The book may, in fact, be highly recommended to parents and guardians for the use of their charges; whether the charges will read it or not is another question.

The Temple Reader. Edited by E. E. SPEIGHT. New Edition, Revised, Enlarged, and Illustrated. (Horace Marshall.)

We hailed this on its first appearance as a new departure in "Readers"—an attempt to present to the youngest class nothing but the best in literature. In the new edition there are some excisions, and many additions, and the illustrations are wisely taken mostly from pictures in the National Gallery, which children may see for themselves. The editor shows fine taste and sound judgment, and has given us an inspiring book of selections.

Class-Book of Physical Geography. By W. HUGHES. Revised and largely Rewritten by Prof. GREGORY. (G. Philip & Son.)

Prof. Hughes's well known "Physical Geography" in times past was almost the only reliable text-book on the subject for students. This is a new and much enlarged edition, which, keeping more or less to the method and scheme of the earlier work, has been largely rewritten and brought up to date by Prof. Gregory. Considerable additions have been made to most of the sections; thus, the chapter on the Earth as a member of the Solar System has been enlarged six-fold, the chapter on the Ocean has been entirely reconstructed, and now forms the basis of two chapters on the Ocean and its Bed, and Tides and Ocean Currents; two chapters dealing with forces which act on the earth's crust from within, and forces which operate from without, replace a single chapter on the Agents of Change. The information contained has been carefully brought up to date, and, considering the advance in our knowledge and the change in opinions held respecting the physical history of the earth that have obtained in recent years, the book is to all intents and purposes a new work. Some of the illustrations are from original photographs from nature, others are extracted from well known standard works, and all are very well chosen to illustrate the points treated of. The coloured maps distributed through the work, in fullness and clearness of detail, are excellent. We know of no book treating of the fundamental principles of the subject that we could recommend more strongly.

The Industrial and Commercial History of England. Lectures delivered to the University of Oxford by JAMES E. THOROLD ROGERS, Professor of Political Economy in the University of Oxford, &c. Edited by his Son, ARTHUR G. L. ROGERS. 2 Vols. Third Impression. (T. Fisher Unwin.)

No volumes could more appropriately adorn the "Reformer's Bookshelf"—the title of the series to which this edition belongs—than these lectures of the late Prof. Rogers. While we do not profess to agree with all that they contain, we are glad to see them republished in this cheap and handy form. They have been too long before the public to call for a lengthy notice now, even if we had not already commended them to our readers. Yet we are unwilling to miss this opportunity of saying another word about them. Prof. Rogers was a pioneer in the pursuit of economic science. No English economist before him had grasped so fully, or enunciated so clearly, the superiority of facts over theories as a basis for economics. He collected the facts of the past with unwearied industry, and used them to test the theories of earlier economists. Ingenious explanations of existing phenomena did not satisfy him: he never forgot that the world moves, and that the change and progress that had produced the present might prove to be continuous or recurrent in the future. His method of inquiry renders his lectures far more interesting and more easily understood than the works of speculative economists: they are pleasant to read, for they are instinct with the vigour of his personal character, and are bright with racy diction. Political feeling is, perhaps, here and there rather too apparent, yet this slight fault is atoned for by the warmth of his human sentiments, by his cordial sympathy with the poor, and by his wholesome warnings against the nostrums of Socialists and other quacks, whose remedies, tempting as they seem to the ill-informed, would aggravate the sufferings they profess to be able to cure.

Moffatt's Science Readers. Book I. (10d.)

¶ Very young children have too great a mechanical difficulty with reading to remember much of what they have read, and the experiments

almost required in some lessons might tend to distract attention and diffuse energy better spent on reading alone, though, of course, they would also afford some relief. The summaries would hardly be used by most children in Standard I. or II. However, as a general reader it is interesting, and a few facts might remain with the children after going through it.

Twenty-four Songs for Little People. Written by NORMAN GALE, and composed by GERARD F. COBB. (Novello.)

A book of real children's songs, which only lack of space prevents us noticing at much greater length.

STORY BOOKS.

Stories from Lowly Life. By C. M. DUPPA. (Macmillan.)

These short stories of pet animals are capitally told, and will interest any one who has any love for beasts and birds and country life. They are told quite simply, but so effectively that we seem to have known personally the various idiosyncrasies of dogs and dormice, and feel a genuine regret when, as sometimes happens, they come to an untimely end. In the illustrations by Louis Wain we prefer the landscapes to the animals. Some of the former are extremely good.

(1) *An Unappreciative Aunt.* By JANE H. SPETTIGUE. (2) *A Dreadful Mistake.* By GERALDINE MOCKLER. (3) *The Bonded Three.* By BESSIE MARCHANT. (4) *The Lady Isobel.* By E. F. POLLARD. (5) *Chips and Chops.* By R. NEISH. (Blackie.)

(1) Gives an amusing picture of the state of mind of a person who is distinctly not fond of children, and yet has their society thrust on her. "Pris," however, would have been a trial to her who had not a strong will of her own.

(2) This is also a story of a very unappreciative aunt. One cannot but sympathize with the poor old lady's dismay in being suddenly saddled with such an independent quartette, though her treatment of them is as dreadful a mistake as their arrival. Children will be interested in their adventures great and small.

(3) Some exciting experiences of the various members of a tea planter's family in India. Risings among the coolies, treachery, murder, and earthquakes all play a part. The interest centres in the triplets—the bonded three—whose birth makes them of rather dangerous importance in the eyes of the superstitious natives.

(4) A new setting of the story of Lady Grizzel Hume, who, as Lady Isobel, not only saves her father's life, but is altogether the providence of the family, succeeding in all she undertakes. The hunted lives led by the Covenanters are well described.

(5) A number of short stories for children. Some of them have flowers, birds, or animals for their heroes and heroines, and are prettily told.

(1) *French and English.* By E. EVERETT-GREEN. (2) *Our Vow.* By E. L. HAVERFIELD. (3) *Stolen or Strayed.* By HAROLD AVERY. (4) *Pretty Polly and Happy Holidays.* (Nelson.)

(1) A well written story of the frontier wars in America, when Canada was in the possession of the French, who lost no opportunity of making trouble between the Indian tribes and the English colonists near the border. At first Roger's Rangers are rather the chief personages, but later on, when Wolfe appears on the scene, he takes the foremost place, and the story, which, by the way, might be condensed with advantage, ends with a long account of the siege and capture of Quebec.

(2) The small brother and sister are well described. The story is told by the girl, and so special prominence is given to her devotion to "Jack," and jealousy of any intruder in their company. All this is very naturally told, but Evelyn is, if not impossible, at least improbable, and her rescue of Alison is melodramatic.

(3) A well told little story of schoolboy scrapes. We should have thought, however, that any decent boy would have drawn the line at cheating his special chum.

(4) These are books of pictures and stories for little children. They each boast a coloured cover and one coloured picture, besides a large number of other illustrations. In "Pretty Polly" the stories are all of birds, by Edith Carrington. "Happy Holidays" has stories and verses on all kinds of subjects which would amuse the little ones, and teach them kindness to animals and to each other.

Frank Hardinge. By GORDON STABLES, M.D., C.M., R.N. (Hodder & Stoughton.)

One of Dr. Stables's wonderful stories of adventure by flood and field, of which his stock seems inexhaustible. It has already appeared as a serial, but will be welcomed in its present form by his numerous admirers.

In Strange Conditions. By F. E. NEWBERRY. (Hodder & Stoughton.)
By Strange Paths. By F. E. NEWBERRY. (Andrew Melrose.)

Two titles, two volumes, and two publishers, but only one story. This is a phenomenon which we are quite unable to explain. The lady who walks under strange conditions in strange paths is a paragon of all the feminine virtues. She is engaged as housekeeper at sight without any references. Dirt and disorder flee before her, the silver is polished, the meals are admirably cooked, the servants vie with each

other in the excellence of their several departments, the spoiled children are reformed. After all these triumphs, it is sad to have to record that the heroine has to offer herself up as a sacrifice before she receives her just reward. But, as most of the characters act from the highest motives, all comes right in the end, and the moral is all that could be wished.

The Children of Swift Creek. By NOEL WEST. (Wells Gardner, Darton, & Co.)

A brightly written story, into which some characters from an earlier tale are introduced. There is not much in it beyond some ordinary incidents of a settler's life, but these are described in a pleasant, lively fashion.

Through Battle to Promotion. By WALTER WOOD. (James Bowden.)

The joint heroes hardly commend themselves to our liking. Their object is promotion, they have plenty of pluck, and, their regiment being ordered to take part in a frontier war, they make the most of their opportunity; but somehow they interest us less than the old self-made millionaire at home from whom one inherits his dogged determination to get on. The fighting is well described, and the attacks in the Kurram Valley and the defence of the hill village are exciting.

PUBLICATIONS RECEIVED.

- EDWARD ARNOLD.—Scenes from "Little Women." By Louisa M. Alcott. Price 3d.
—Scenes from "The Last of the Mohicans." By J. Fenimore Cooper. Price 3d.
—The History of the Alphabet: an Account of the Origin and Development of Letters. By Isaac Taylor, M.A., Litt.D., LL.D. In Two Vols. New Edition. Price 21s.
- C. W. BARDEEN (Syracuse, N.Y.).—Commissioner Hume: a Story of New York Schools. By C. W. Bardeen. Price \$1.25.
- GEORGE BELL & SONS.—The Great Indian Epics: The Stories of Ramayana and the Mahabharata. By John Campbell Oman. With Notes, Appendices, and Illustrations. Price 3s. 6d.—A Shilling Arithmetic. By Charles Pendlebury, M.A., and W. S. Beard, F.R.G.S.—The Swiss Family Robinson. Retold in English, and Abridged for Use in Schools. With Illustrations. Price 1s.—Early English History, to the Norman Conquest. In Twelve Stories. With Illustrations by J. Williamson. Price 1s.—The Cathedral Church of York: a Description of its Fabric, and a Brief History of the Archbishopric. By A. Clutton-Brock. With 41 Illustrations.—Beverly Minister: an Illustrated Account of its History and Fabric. By Charles Hiatt.
- ADAM & CHARLES BLACK.—A Geography of Africa. By Lionel W. Lyde.
- BLACKIE & SON.—The Medea of Euripides. With the Lyrical Parts done into English. Introduction, Notes, and Vocabulary by P. B. Halcombe, M.A., Price 1s. 6d.—Typee: a Romance of the South Seas. By Herman Melville. (School and Home Library.) Price 1s.—Landmarks in English Industrial History. By George Townsend Warner, M.A. Price 5s.—Selections from Addison's "Spectator," &c. With Introduction by Mrs. Barbauld. Edited by Mrs. Herbert Martin. (School and Home Library.) Price 1s.
- WILLIAM BLACKWOOD & SONS.—Lower Latin Prose. By K. P. Wilson, M.A. Price 2s. 6d.—Lower Latin Unseen. Selected and Arranged, with Introductory Hints on Translation by William Lobban, M.A. Price 2s.—Foreign Classics for English Readers.—Madame De Sévigné, by Miss Thackeray; La Fontaine, and other French Fabulists, by the Rev. W. Lucas Collins, M.A.; Tasso, by E. J. Hassell; Schiller, by James Sime, M.A.
- CAMBRIDGE UNIVERSITY PRESS.—Goethe's *Iphigenie auf Tauris*. Edited with Introduction, Notes, and Appendices by Karl Breul, Litt.D., Ph.D.—The *Hellenica* of Xenophon, Books I. and II. Edited with Introduction and Notes by G. M. Edwards, M.A. Price 3s. 6d.—A History of the Colonization of Africa by Alien Races. By Sir Harry H. Johnston, K.C.B. With 8 Maps by the Author and J. G. Bartholomew. Price 6s.—*Dialectorum Italicarum Exempla Selecta*. By R. S. Conway. Price 2s. 6d.
- CASSILL & Co.—The New Popular Educator: a Complete Encyclopædia of Elementary and Advanced Education. Vol. I. Price 3s. 6d.—Cassell's Illustrated Universal History. Part I. Price 6d.
- W. & R. CHAMBERS.—Stories for Standard II. Price 9d.
- CHAPMAN & HALL.—Measurement and Weighing: a First Year's Course in Elementary Practical Physics. By Edwin Edser. Price 2s. 6d.
- ARCHIBALD CONSTABLE & Co.—The Faerie Queene. By Edmund Spenser. Book V. Edited by Kate M. Warren. Price 1s. 6d. net.—The Song of the Golden Bough, and other Poems by Caryl Battersby. Price 3s. 6d. net.
- J. CURWEN & SONS.—The Speaking Voice: Its Development and Preservation. By Mrs. Emil Behnke. Part II.—Newbould's Violin Method. Part I. Price 2s. ; Part II. Price 2s. ; Part III. Price 2s. 6d.
- J. M. DENT & Co.—Sketches by Boz. Illustrative of Every-day Life and Every-day People. In Two Vols. Price 3s. net.—Arbor Vitæ: a Book on the Nature and Development of Imaginative Design. For the Use of Teachers, Handicraftsmen, and others. By Godfrey Blount. Price 12s. 6d. net.—On the Teaching of English Reading. With a Running Commentary on the Walter Crane Readers. By Nellie Dale. Price 2s. 6d. net.—Steps to Reading. By N. Dale. Price 4d. net.—The Walter Crane Readers. First Primer, 5d. net; Second Primer, 6d. net; Infant Reader, 7d. net.
- DULAU & Co.—German Dialogues: an Aid to Practical Conversation. By Dr. Emil Otto. Fourth Edition, Revised by H. Runge.
- HENRY FROWDE.—On the Use of Classical Metres in English. By William Johnson Stone. Price 1s. net.
- J. & J. GIBSON.—Manual Instruction in France and Switzerland. Report to the University of Wales. By William Lewis, B.A. Price 1s. 6d.
- WILLIAM HEINEMANN.—A History of Japanese Literature. By W. G. Aston, C.M.G., D.Lit. Price 6s.
- JOHNS HOPKINS PRESS (Baltimore).—The American Journal of Philology, Edited by Basil L. Gildersleeve.
- P. S. KING & SON.—The London Technical Education Gazette. Price 9d.
- LONGMANS, GREEN, & Co.—Elementary Physiology. By Benjamin Moore, M.A. With 125 Illustrations. Price 3s. 6d.—An Introduction to the Differential and Integral Calculus and Differential Equations. By F. Glanville Taylor, M.A., B.Sc. Price 9s.
- MACMILLAN COMPANY, THE (New York).—The Foundations of Zoology. By William Keith Brooks, Ph.D., LL.D. Price \$2.50.
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[By a resolution of the Council, of June 19, 1884, the "Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

TEACHERS' GUILD LECTURE.—Tuesday, March 7, 8 p.m., in the Hall of Dr. Williams's Library, Gordon Square, W.C. (Station, Gower Street, Metropolitan Railway). Lecturer: Laurence Gomme, Esq., F.S.A., Vice-President of the Folk-Lore Society. Subject: "Folk-Lore as an Adjunct of History," with illustrations from children's games. There will be a lantern exhibition of slides of children's games. The lecture is open to all members of the Teachers' Guild. A member may bring a friend.

CENTRAL GUILD.—LONDON SECTIONS.—CALENDAR FOR MARCH.

Thursday, 9th, 8 p.m.—Section F, at the Girls' High School, 63 South Side, Clapham Common, S.W. Paper on "The Physical Training of Girls in Secondary Schools," by Mrs. Woodhouse.

Friday, 17th, 8 p.m.—Section B, in the Chemistry Theatre, University College, Gower Street, W.C. Lecture on "The Gases of the Atmosphere," with experiments, by Morris W. Travers, Esq., B.Sc. [Open to members of other Sections.]

Friday, 17th, 5.30 p.m.—Section D, English Circle, at 24 Cleveland

Gardens, W. Paper on "Recent Poetry," by the Rev. Wm. C. Stewart, M.A., LL.B.

Tuesday, 21st, 8 p.m.—Section C. Social Evening at 1 Belsize Square, N.W. Short Paper on "Science Teaching," by Miss Walter, to be followed by a Discussion.

Friday, 24th, 8 p.m.—Annual General Meeting of the Central Guild. (See Special Notice sent separately.)

THE EDUCATIONAL MUSEUM.—There will be a demonstration, with explanations for teachers, of the apparatus in the Section of Geography by Miss H. Busk, Hon. Curator, in the Museum on Saturday, March 11, at 11 a.m., to last about an hour and a quarter. For pupils between the ages of ten and fifteen years there will be a demonstration on Saturday, March 18, at 11.30 a.m., to last about three quarters of an hour. There will be only one demonstration on each occasion. Names should be sent in to the Hon. Curator at 74 Gower Street.

The Council met on February 4 at the Offices of the Guild. Present: The Rev. Canon the Hon. E. Lyttelton (Chairman), Mr. J. Russell (Vice-Chairman), Mr. Adamson, the Rev. J. O. Bevan, Mr. E. Blair, Mr. H. C. Bowen, Miss H. Busk, Mr. Charles, Miss Connolly, Miss Edwards, Mr. Frank, Mr. Langler, Mr. Longsdon, Miss Manley, Mr. Nesbitt, Miss Page, Mrs. Sutton, Mr. Thornton, Mrs. Tribe, Miss Ward, and Miss Woods.

The resolutions passed by the General Congress on January 9, 10, and 11 were reported and considered. The resolutions on the Education Bills were adopted by the Council, with slight modifications, in the following form:—

On the Education Board Bill:—

1. That a Central Authority should be established, either simultaneously with, or prior to, Local Authorities, but that Local Authorities, if not simultaneously set up, should follow in the immediate future.

2. That when the Board of Education is established secondary education should form a separate branch, with an inspectorate familiar with the problems of secondary education.

3. That, with regard to the Charity Commission, the Council hopes that legislation on the lines of the recommendations of the Royal Commission on Secondary Education may follow as soon as possible.

4. That, while approving generally the formation of a Consultative Committee, the Council consider that it should be permanent and identical with the Registration Council.

5. That the formation of a register of efficient schools is essential.

6. That the inspection of all schools by the Board of Education should ultimately be compulsory, either directly or through recognized authorities, and that no difference should be made in the treatment of private and other schools.

On the Teachers' Registration Bill:—

That, after a period of, say, seven years, no unregistered person should be appointed as teacher, except as probationer, in any school entered on the register of efficient schools.

It was decided to send in these resolutions, with a letter from the Chairman, to the Lord President of the Council, and that copies of the resolutions should be forwarded to the First Lord of the Treasury, the Vice-President of the Committee of Council on Education, and several other members of Parliament. The Chairman undertook to put in his letter a paragraph expressing fully the sense of the Congress on the resolution submitted to it, without previous discussion, and carried unanimously, viz.: "That this Congress cannot regard any legislation for secondary education with satisfaction which does not expressly provide that all efficient schools share, on the same terms and in like degree, in the aid rendered by the State to secondary education." The letter expressed an earnest hope that in any proposed legislation efficient private schools would receive the most equitable and considerate treatment possible. It pointed out that many excellent teachers had sunk capital in schools which had been recognized very fully by parents, and that some of these teachers had been able, through their independent position, to introduce valuable experiments in educational methods. It also stated that the increase of higher-grade Board schools had severely damaged several really efficient private schools, and suggested that the establishment of Local Secondary Education Authorities was necessary to check this undesirable state of things.

The resolutions of the Congress on the finances of the Guild were also considered, and it was decided to arrange for the sending out of the invitations to give more than the minimum subscription, where possible, and to secure members.

A Report of the Hon. Curators of the Museum on the subject of a Loan Museum, approved by a resolution of the Congress, was adopted. The proposal to form a Museum Committee in place of the Curators' Sub-Committee of the Education and Library Committee was also approved, and several members of the Committee were appointed on the spot.

The question of an English Leaving Certificate was referred to the Education and Library Committee for consideration and report.

The consideration of the resolutions on the subject of the Friendly Society and Benevolent Fund was allowed to stand over. The following are the resolutions:—"That the establishment of a Friendly Society (Sickness and Accident Fund), on principles of mutual self-

help, for the benefit of teachers, would carry out an integral part of the original objects of the Guild, and would be of great advantage to its members." Rider: "That the Council of the Guild should consider the desirability of establishing a Branch of the Society on the general lines of the Deposit Branch of the Teachers' Provident Society." "That, if it be not found possible to get sufficient members of the Guild to establish the Friendly Society on a proper basis, membership of the Society be thrown open to other suitable persons belonging to the profession of teachers." "That it is desirable that the Benevolent Fund, which has now been established, should be strengthened, in order to meet pressing cases of distress, and, for that purpose, that the leaflet now submitted be circulated." N.B.—A leaflet, suggesting means for maintaining the income of the Fund, was distributed among the members of the Congress. As these resolutions, with the exception of the rider, were passed by the Congress in the identical form in which they were originally drafted by the Council, it is most probable that they will be adopted and acted on by the Council at its next meeting.

Forty-six applicants for membership were elected, viz.:—Central Guild, 41; Branches: Bradford, 1; Brighton, 1; Hull, 1; Oxford, 2.

It was announced that the Rt. Hon. James Bryce, M.A., D.C.L., M.P., had accepted the post of President of the Guild from the date of the next Annual General Meeting.

The date was fixed provisionally for Saturday, May 13, subject to the convenience of the President-elect, who will give his Presidential Address at the meeting.

LIBRARY.

The Hon. Librarian reports the following additions to the Library:—

Presented by Sir Joshua Fitch, M.A., LL.D.:—General Register of the University of London, Part II., 1897.

Presented by the Commissioners of Education, Washington:—Report for the Year 1896-97.

Presented by H. Courthope Bowen, Esq.:—Exercises in Rhetoric and English Composition (Advanced Course), by G. R. Carpenter; ditto Elementary.

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Presented by Messrs. Dent & Co.:—Hints on Teaching French, by W. Rippmann.

Presented by the Delegates of the Oxford University Press:—Practical Work in Physics: Part IV., Magnetism and Electricity.

Presented by the University Correspondence College Press:—Plato, Apology of Socrates, edited by T. R. Mills; The Tutorial Dynamics, by William Briggs and G. H. Bryan; Matriculation Directory, January, 1899.

Purchased:—Sadler's Reports on Educational Subjects, Vols. II. and III. (second copy); Treatise on Plane Trigonometry, by E. W. Hobson; Thucydides, Book II., edited by E. C. Marchant; Scenes from Aristophanes, The Knights, by A. Sidgwick; Courthope's Addison (English Men of Letters Series).

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For announcements see pp. 227, 229, 247, 257, and 258.

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For Monthly Report and List of Meetings, &c., see page 281.

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SUCCESSSES.

LONDON MATRIC., 1892-98: 58.

INTER. ARTS AND SCIENCE AND

PREL. SCI., 1892-1898: 85, 5 IN

HONOURS. FIRST M.B., I. B.A.,

1891-96: 24, 5 HONOURS. B.SC., 3.

B.A., 1897: 5, 1 IN HONOURS.

SCIENCE SCHOLARSHIPS: Guy's, 1892, Westminster, 1894 and 1896.

OXFORD & CAMBRIDGE ENTRANCE: 13.

OXFORD CLASSICAL SCHOLARSHIP: 1.

INDIAN CIVIL: 1. ROYAL UNIVERSITY:

30. MEDICAL PRELIMINARY: 75.

DORECK SCHOLARSHIP, 1895 and 1896.

LEGAL PRELIMINARY, FIRST CONJOINT

EXAMINATION: 25.

HONOURS MATRIC., JUNE: 1. M.A. CLASSICS,

1898: 1. B.A. and B.SC., 1898: 11. MATRIC.: 6.

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4.—No. 2,822.

The Principals of an old-established and successful Boarding and Day School in the neighbourhood of London desire to retire, having realized a sufficient competency. The School is quite full, with 11 Boarders, fees 51 to 60 guineas, exclusive of extras, and 77 Day Pupils, fees 7½ to 15 guineas per annum each, exclusive of extras, and 10 Day Boarders, fees 17 to 27 guineas, exclusive of extras. Receipts about £3,000 per annum. Pupils might be transferred by capitation fees. Premises the property of the Vendors, who would let them at a rental of £140 or sell them. This transfer can be unreservedly recommended.

1.

A LADY, holding the Cambridge Teacher's Certificate, with three years' first-rate experience, who is Principal of a successful DAY SCHOOL in the West of England, desires to purchase a high-class BOARDING SCHOOL in the country or at the seaside; might take a Partnership, and could bring with her 12 or 14 Boarders paying good fees. Has Capital.

2.

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3.

A LADY, who has been for some eighteen years Senior Mistress at one of the best known High Schools, wishes to purchase a high-class DAY SCHOOL for Gentlemen's Daughters in the West End of London. Capital available £1,500.

4.

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5.

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6.

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7.

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8.

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9.

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(See also Advertisement on front page.)

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OCCASIONAL NOTES.

AN "Occasional Note" of last month has provoked a very able letter from Mr. Matthews on University Inspection, with nearly all of which we agree. Like him, we hope to see universal State inspection of all schools, secondary and primary, private and public alike—an inspection that shall embrace sanitation and administration as well as education. The difference of opinion between us is thus reduced to very narrow limits. For such a drastic measure all would allow that public opinion is not yet ripe. The inspector must first come to be regarded not as an inquisitor, but as a Mentor, or, let us say, a consultant physician. It is in order to disarm suspicion and hostility that we welcome at starting the proffered option of University inspection. In ten years' time, we have no doubt that headmasters generally will share Mr. Matthews's view, and prefer the State expert to the University amateur.

WHO is to pay for this inspection? The Duke of Devonshire frankly faced the difficulty, but could only hint at a possible solution. On the one hand, he conceded that compulsory inspection should be gratuitous; on the other, he gave fair warning that the Treasury would not contribute a penny. The richer schools, he supposed, would have to pay for the enforced luxury, the poorer schools might hope to be recouped by the County Councils. But, to say nothing of the invidious distinction thus created between rich and poor, he apparently overlooked the fact that, in most counties, every penny of the Technical Instruction Act Grant is already allocated. We hold strongly that State inspection must, from the very first, be gratuitous: but we see no hardship in making those schools which prefer the alternative of University inspection pay for the luxury. After all, the total cost of universal inspection would be but a flea-bite—on a rough estimate, £100,000 a year.

THE DUKE OF DEVONSHIRE is surely qualifying well for the position of Minister of Education. During the last month he has made a long and important speech in his capacity as President of the National Association for the Promotion of Technical and Secondary Education. On this occasion he spoke strongly in favour of the action of "Clause 7," and addressed some severe remarks to School Boards for their opposition. Another equally important utterance he delivered to a deputation from Manchester which had come to hand to the Duke the results of the Conference on Secondary Education organized by the Victoria University. And, further, we have his speeches in Parliament. It must need a glow of conscious virtue to be able to deliver an important speech to some twenty dozing peers, Lord Norton, and a concealed band of reporters, especially when the gloom of a London fog half eclipses the electric lights. And it was under these circumstances that the Duke brought in his Education Bill.

A UNIVERSITY for the people" is an ambiguous title, and, when we saw Mr. Churton Collins's name attached to it in the *Nineteenth Century*, we anticipated a restatement of the old, and, in our judgment, indefensible, claim of Extension students to University degrees. But we were agreeably disappointed to find a new and very ably argued proposal for what may be called a Government Extension Board. Mr. Collins's argument is, in brief, that the Extension movement has taken root and devoted itself more and more to solid and systematic study, but is stunted and thwarted for lack of funds and public recognition. The polytechnics, on the other hand, are liberally endowed, and they number already as many as forty-five thousand students, but they exclude literature, and are wholly without culture. He would establish, therefore, a Department of Higher Popular Education, advised by a Board of educational experts, such as the Bishop of Bristol, Mr. Frederic Harrison, and Mr. John Morley—in short, men of the world, "of a temper quite the reverse to that of the academic type." This Board would settle the general outlines of study, take over and subsidize the Extension Scheme, and tack it on (so to speak) to the polytechnics. This is work that would properly fall within the province of the Advisory Council.

WE have spoken before of the language examinations held by the Society of Arts; but the French papers recently set eclipse previous performances. The elementary paper begins with an extract from the *Journal des Débats*, the difficulty of which is, in the main, vocabulary. This is followed by a number of idiomatic phrases to be translated from and into the language. This is purely memory work. Then come the grammar questions. The first three are respectively: "Give all the uses and constructions of *que*, *de*, *même*." This is, perhaps, the most vicious form of question. A well informed student might write a monograph on each. Some of the questions are quite unintelligible, others are practically impossible to answer. We have not space for quotation, or we could prove our charge up to the hilt. The advanced paper is as badly set as the elementary. The whole is chiefly based on memory work. A student has no opportunity, in the elementary paper, of showing knowledge of the construction or syntax of the language. In the advanced there are extracts for composition.

MR. GARROD, in reading to Section F of the Teachers' Guild an interesting and well balanced paper on Co-education, seemed somewhat to have disappointed his

audience, who had come in their dozens prepared to oppose tooth and nail. In fact, the lecturer took the sting out of the opposition by stating with absolute fairness the *pros* and the *cons*. But certainly the temper of the meeting was decidedly against any general attempt to educate girls and boys together. And this in spite of these facts: that in Scotland the practice is generations old; that in America it has always existed to a large extent; that in Wales it has existed in rural districts since the passing of the Welsh Education Act; and that to-day, in London, it is very general in polytechnic schools. No doubt one line of opposition is based on the feeling that boys should not emulate the gentler qualities of girls. Mr. Garrod was not sure that football is necessary to the welfare of the British Empire; but he was quite sure that the average parent thought it was necessary, and desired to cultivate in his boys an "aggressive rather than a gentle masculinity."

THERE has been no little agitation recently among assistant-masters in London secondary schools, with the object of inducing the governors to fix a definite scale of increase of salary. At present, in most schools, a man knows the salary he is appointed upon, and that is the extent of his knowledge. Any rise in his salary is, usually, at the head-master's option. This state of affairs cannot be considered satisfactory, and we are very glad to learn that in three schools, at least, a graded scale of increase has been issued. We see, for instance, that the City of London School is advertising for a junior form master. The salary offered is £200, increasing to £350. The initial payment is enough for a University man to live on, and he knows exactly what prospect is before him. Another advertisement we read is less satisfactory. A science master, "one accustomed to 'heuristic' methods preferred," is wanted for £120, with no stated increase. When we consider that, under the new scale of the London School Board, the most favoured assistants start at £150, and the least favoured rise to £175, we are convinced that not only do our secondary schools need a regular scale, but that the minimum salary paid by any school that aims at being efficient should be £150.

MR. SHARPE, at the College of Preceptors' prize-giving, reiterated the advice we have often heard of late. "Teachers," he said, "should not talk so much." Mr. Eve drove the nail home with an anecdote concerning the late Archbishop of Canterbury. While at school, Dr. Benson read through the whole of Thucydides; and such a piece of work was only possible when boys were left more to themselves than they are now. In the "good old days," the industrious boy worked and thought, the idle boy did nothing. Now, in our laudable desire to drive the sluggard, there is a danger lest we keep the good boy's nose so close to the grind-stone that he has no time to think. Mr. Sharpe also spoke of his satisfaction in distributing prizes as the result of honest work and not of cram. He seemed not quite at his ease in proving how he knew of this absence of cram. Perhaps Mr. Eve had this in mind when he said he had been recently going through a number of reports from the College examiners, and hinted in the most courteous way possible that teachers would do well to try and lead their pupils to think, by setting them little problems, no matter what the subject of instruction might be. It would almost look as if the Dean thought that even College of Preceptors' candidates were sometimes crammed.

WE are glad to learn that the idea of holding a preliminary exhibition in London of England's educational contribution to the Paris Exhibition is to be carried out, with the help of the Treasury and the Commissioners. Promises of support have been widely made, and the collection of articles is expected to be of unusual—indeed, we may say, unique—interest; for in England, at least, no attempt has hitherto been made to form an exhibit really representative of English education. The date will be early next year; the place is not yet decided upon. The arrangements are in the hands of Mr. Fischer Williams, Fellow of New College.

SO far, Mr. Robson's Bill for raising the leaving age of children in elementary schools from eleven to twelve years has sailed before the wind, but it is by no means yet in port. The strong reactionary bias of some members of the Cabinet is apparent from the fact that the Government has not dared to make the Bill its own. And yet the second reading was carried by a majority of 258 members. The strongest opposition comes from the cotton operatives of Lancashire. To some extent this seems to us to point to an existing evil in our scheme of elementary education. It is too bookish. Children who are to earn their living with their hands need to learn manual dexterity at school. And, although subjects supplying this training are authorized by the Code, it does not appear that advantage is often taken of the permission. The fact, of course, is that teaching from text-books is the easiest and cheapest system. Some opposition also comes from rural districts. But we see no objection to Sir John Gorst's proposal that schools should be closed during the busy seasons of field work. In any case, whether the Bill passes finally or not, Parliament has made its views clear on the subject. And it ought not to be long before England fulfils her pledge to the Berlin Conference, to raise the leaving age to twelve. We should like to see this followed by two years' compulsory attendance at an evening school.

MR. WEALE'S complaints are loud and bitter, and have, not unnaturally, aroused sympathy both outside and inside the House of Commons. There is nothing that excites more readily the indignation of the public than the cry that a servant has been dismissed for giving evidence (under compulsion) unfavourable to his superiors. Mr. Weale may be further satisfied that he moved the Duke of Devonshire, who is not easily moved, to a fine display of indignation in the House of Lords. But, unfortunately for the complainant, the indignation was not shown in his behalf, but was directed against the report of a Select Committee of the Lower House. The Duke, as every impartial person must admit, fully rebutted the charges made against the Department of which he is head. Mr. Weale had reached the age for retirement. At the request of the Department, the Treasury gave permission for him to remain in the service as long as necessary for the purposes of the Committee of Inquiry. When this was over, his engagement terminated. "I cannot but think," says the Duke, "that the making of such charges, without giving the person chiefly implicated in them—namely, myself—any opportunity of defending himself, manifests a degree of reckless prejudice which I find it extremely difficult to understand." The Duke's reply closes the incident, and clears Sir John Gorst from all implications. Sir John was unavoidably absent when this part of the report was passed. So far, Lord Balcarres and Mr. John Burns have "lain low and said nothin'."

THERE is necessarily much difference of opinion on the subject of "home-work" in day schools. The problem must be solved with reference to the home-life and the ages of the pupils. But, if it be true that nowadays teachers *teach* all through the class-hours, the evenings ought to be left as free as possible in order that the germs may germinate. We refer to this question again because we have had recently brought to our notice the case of a day school for boys, many of whom come by train, where there are set each evening to, boys of fifteen and sixteen, six, seven, or sometimes eight or nine, separate lessons to be prepared at home for next day's school, some three or four involving written work. We have no pity to spare for the boys: they do not allow themselves to be overworked. But the case seems to us to be monstrous, and we should be very glad to hear from our readers on the subject, as we should like to feel it was not only monstrous, but unique.

MR. CHURTON COLLINS raises a well timed protest in the *Times* against the regulations issued by the Board of Studies for the degree of Bachelor of Letters. It would seem that a man may take a degree in Letters on the basis of his knowledge of the dialects of Scotch Gaelic. Philology is a valuable study, but it is not literature, and the University should discriminate. Whether Mr. Collins is right in saying that this regulation is part of a plan to make "letters" the monopoly of philological specialists, we do not know. But we fully agree that the degree of "Letters" should be kept as the crown of a liberal education in literature, and that some other label should be found for philologists.

THE most interesting part of the new Education Code is that dealing with the education of pupil-teachers. It is a platitude to say that, in all but a few large towns, these miserable apprentices are overworked and under-educated. They are "half-timers" working with their brains, day, afternoon, and evening. The proposal that they should continue their education during their pupil-teachership, at a secondary school, should prove most valuable in places too small to establish a proper training centre. The Code states that half their day must be given to education, and that this may be at a secondary school. Of course, there are difficulties, and many headmasters of secondary schools will object to receiving "half-timers" owing to the changes that will be needed in the time-table. But we hope, in the interests of the pupil-teachers, and of elementary education, that these objections will be overborne. It is an unfortunate thing that many headmasters lack that mental qualification which would enable them to plot out an educational Bradshaw.

FEW things are more curious than the persistent ignorance of people with regard to educational institutions, even those existing in their own town. Take Liverpool as an instance, the city which shelters the oldest School (now College) of Domestic Economy in the kingdom, and which trains more teachers than any other. A discussion on the eternal servant question has arisen in a Liverpool paper, and several correspondents have made the now common assertion that there is plenty of material which can be trained as domestic servants, but no person or place exists for training it. The Hon. Sec. of the Liverpool College of Domestic Science begs these ladies to note the existence of a School of Secondary Education in Domestic Science in Prince's Street, Liverpool, open daily from 9.30 a.m., to 4 p.m., which gives a course of twenty weeks' instruction, at a fee of £1 for the whole course. Very appropriately, Miss Head is the Principal. But what are we to say of

persons who can express themselves so energetically as do these writers, and who are yet abjectly ignorant of what is being done, and has been doing for years, at their very doors? And this ignorance is typical of much else in the educational world.

TECHNICAL EDUCATION.

IT is the admirable policy of the London Technical Education Board to make careful deliberation and inquiry the preliminary to action, and such is the "more excellent way" in educational administration, not, unfortunately, invariably followed throughout the country. Two excellent reports have been issued by the Board during the past month, one dealing with commercial education, the other with the technical instruction necessary for those engaged in building trades. The Sub-Committees responsible for those reports adopted similar methods in their endeavours to arrive at practical conclusions. In both cases experts in the domains of education, trade, and commerce were invited to give evidence, while special inquiries were also pursued in various directions. The result is two documents which are important contributions to the solution, not only of problems peculiar to the Metropolis, but of perplexities which confront educational authorities throughout the country. The active London Technical Education Board bids fair to be first, both in administrative enterprise and educational reform.

IN regard to commercial education the conclusions of the Board may be summed up as follows:—(1) For the great army of office-boys, junior clerks, copyists, and so on, who enter business at about the age of fourteen, continuation schools are required, giving a two years' course of training specially adapted for commercial life. (2) That for employees in more responsible positions, such as senior clerks, correspondence clerks, managers of departments, there should be in many of the public secondary day schools departments devoting themselves primarily and avowedly to the preparation for commerce. In regard to the function of such secondary schools the Sub-Committee express the strong conviction that "one of the principal needs of the present moment is the extension of a type of education which will supply that training and disciplining of the mental powers which it is the function of a general education to impart, but which will at the same time receive its colouring, not from the traditions of the ancient seats of University culture, nor from the regulations of a Government Department, but from the realities of actual life."

FINALLY there are the employers of industry, the heads of large firms and business houses, and experts employed in municipal and Government service. It is suggested that at least one public secondary day school of the first grade in London should provide a department devoting itself "primarily and avowedly" to the preparation for business life of those leaving school at eighteen or nineteen; the curriculum of such a department should not lead up to a classical or mathematical career at the Universities, "but should qualify its pupils either to enter into the higher ranks of commercial life or to pursue an advanced course of study in the economic and commercial faculty of the new London University."

IN his eloquent plea for an extension of University teaching, the recently installed Rector of St. Andrews University directed attention to the claims of two great human interests—engineering and teaching—"knocking at the gates of the Universities." The London Technical Education Board, it will be observed, advance the claims of a third. They desire that full and express recognition should be given to higher commercial education in the reorganization of London University, and suggest the establishment, from the outset, of a separate faculty of economic and commercial science. It would be the function of such a faculty "to lay the foundations of commercial teaching on sound principles, and to set the tone to all schools" where such teaching would be given. It would also have the direct training of the future leaders of commerce and industry, and of the national and municipal civil servants and consular *attachés*.

THE new conditions of modern life threaten "the scholastic tradition of the grammar school," and the developments of industry have profoundly modified, if not destroyed, the "apprenticeship tradition of the workshop." This appears to be conspicuously the case as regards the building trades in London. Three or four years ago, Mr. F. Oldman reported—after very careful inquiry—that, among a total of about 12,000 men, including labourers, employed in building trades, there were 80 apprentices. "Four firms, each with a total staff of about 1,000, had not a single apprentice."

THE Sub-Committee of the London Technical Education Board,

after considering all the facts placed before them, are of opinion: (1) that between the ages of thirteen and fifteen scholars should receive special instruction in manual training and drawing; (2) that, to enable artisans to become qualified as foremen, mechanics belonging to any branch of the building trades should be permitted to attend theoretical and practical classes in other branches; (3) that, in the teaching of purely trade classes, more stress should be laid on methods which secure mechanical skill and quickness of workmanship; students should not be encouraged to expend an undue amount of time and labour upon elaborate models of no practical use; (4) that the teachers should be actually engaged in the trade in which instruction is given by them.

THE DUKE OF DEVONSHIRE, in opening the proceedings of the annual general meeting of the National Association for the Promotion of Technical and Secondary Education, characteristically applied cold water to the aspirations of School Boards and their dubious activities in the field of secondary education. "Up to the present time," he said, "County Councils and County Borough Councils, through their Technical Committees, were the nearest approach we possessed to a Local Authority for Secondary Education; and it was somewhat hard to understand the jealousy and suspicion with which the efforts of these—he would admit at present imperfectly constituted—Local Authorities to co-ordinate were met on the part of some Boards." Meanwhile the School Boards are agitating and organizing. With the stimulating influence of a new monthly "official organ," local associations are in process of formation throughout the country. But agitation and organization will not explain away the two essential facts to be recognized: (1) that in a general system of local self-government School Boards, as at present constituted, are "anomalies"; and (2) that their praiseworthy activity in the field of secondary education is, to a large extent, without legal sanction.

As Mr. Hobhouse said, the National Association for the Promotion of Technical and Secondary Education carries on a useful, though, perhaps, unpretentious, work. To some extent its days of active service are over. The cause which it was established to promote is practically won. But the Association continues to discharge the valuable function, as the report shows, of a bureau of information. No other agency exists for systematically recording progress and reviewing the movement as a whole. The return compiled by the Science and Art Department indicates the direction of activity in £ s. d.; but the statistics of that return necessarily lack vitality. The report of the National Association, while it cannot claim to entirely cover the field of inquiry, presents a collection of invaluable information.

DURING the year 1897-8, it is shown, as much as £815,887 was expended by Local Authorities in England on education. In the matter of *rate-aid* there has been a substantial advance. For the year 1895-6 137 Authorities raised by rate a total sum of £33,860. In 1897-8 the number of Authorities increased to 212, and the amount to £57,000. It may also be noted that the aggregate sum incurred in the establishment of technical schools in England is, up to the present time, nearly two millions and a quarter sterling. Nineteen "administrative" County Councils have established twenty-one permanent institutions, involving a cost for building and equipment of £92,403, and an annual expenditure on maintenance of £16,111.

IN Wales a sum of £98,000 is annually appropriated for technical and intermediate education, of which £60,000 is raised by rate, or received as the equivalent grant from the Treasury, and £38,000 is residue grant. The intermediate schools in eighty-four districts are attended by 6,628 pupils. The total annual income of eighty-two of these schools is £48,000, and the fees of pupils are estimated at £22,000: the total sum hitherto devoted to the erection or adaptation of fifty school buildings is £182,298; and, it appears, in a number of cases, half the cost of the buildings has been defrayed by local subscriptions.

THE Council for the County of the Isle of Ely has distinguished itself by passing a resolution against the proposal to raise the age of compulsory attendance at school to twelve years. But Councillor J. Binder entered an emphatic protest. "His brothers and sisters," he said, "were dragged out to work when they were six years of age, and he would have had to work at the same age if he had not been a cripple. Farmers throughout the country were dead set against educating the labouring classes. If they wished to keep the labourer on the land, they must pay him better wages, and give him a better prospect when he got into years." Yet the resolution was carried with only three dissentients. And a reasonable amendment—for which something might be said on both sides—was lost.

MR. A. H. WHIPPLE, M.A. Camb., has been appointed Organizing Secretary for technical education in the county of Warwick. Since 1893 Mr. Whipple has been staff instructor in science and agriculture to the Devon County Council.

NEW TESTAMENT GREEK.*

THE appearance in the British Museum Catalogue of an English version of Friedrich Blass's "Grammatik des Neutestamentlichen Griechisch" within two years and a half of its publication in Germany is a welcome sign of the attention paid to Greek Testament scholarship. Not that there has been any lack of interest among us for the last seventy years, as the many editions of Winer's most valuable work, the translation of Buttmann's "Grammar," the simultaneous appearance in America and England of Burton's "Moods and Tenses," and the two small, but suggestive, manuals by the late lamented W. H. Simcox abundantly testify.

Blass's "Grammar," however, is undoubtedly an advance on its predecessors, and will probably become the standard work of reference. Not only is it more compendious—only half the bulk of Winer—but the subject is handled in the sure light of fuller knowledge. It would be superfluous to dwell on the reputation of its distinguished author. In England he is chiefly known by his editions of the Acts; but he is equally conspicuous in a variety of classical fields, whether of philology, or Attic oratory, or the subject-matter of Plato.

Time was when the New Testament language was regarded by classical scholars merely as so much shockingly bad Greek, subject to no rules of its own. Commentaries were correspondingly unscientific and worthless. A passage which presented difficulties was regarded as a violation of classical usage, or explained at the pleasure of the commentator without a comparison of similar usages. Even long after Winer had come into use, or Conington had advised Jowett to strike his colours to the criticisms of the young Cambridge scholar Lightfoot, it was too much the fashion to read into the *oi's* and *u's* of the New Testament the subtle distinctions of Attic. Let us hope that we are learning to change all that, and to treat with proper and scholarly respect a language which, poor as it is from a literary point of view, written and spoken not by the wealthy or wise of this world, is the vehicle of thoughts which have been the most momentous in shaping human life.

While dealing to a sufficient extent with sound-lore and inflexion, with the results of which Westcott's and Hort's Greek Testament have familiarized us, Blass very properly devotes by far the largest part of the book to syntax, for it is here that the later Greek departs most widely from the Attic.

What is New Testament Greek? It is, as Blass points out, but one, though incomparably the most important, department of a much wider subject—the Greek of the Macedonian and the Roman periods, spoken side by side with the older languages in the provinces. A complete grammar for this period would take in the Septuagint, the New Testament, the early Fathers, the literary heathen writers, and the constantly increasing "finds" in Egypt, which present this "common" spoken language in its most undiluted form. The Greek of the New Testament is, however, strongly influenced by Hebraisms and Aramaisms both in phrase and construction, is imbued, in the case of three writers, by literary culture, and, to a very limited extent, affected by Latinisms. A careful reader of Blass would find no difficulty in drawing up four tables showing the proportional influence of these four factors—the popular, the Hebraic or Aramaic, the literary, and the Latin.

The Septuagint shows a strong affinity to the Greek Testament; but a *caveat* should be entered, as serious theological conclusions may be, and have been, drawn from assumed identity of language. (1) The Greek of the New Testament is separated by three or four centuries from that of the Septuagint; and (2) the Greek of the Septuagint was never a spoken language, the Septuagint being a slavish, and often unintelligible, translation from the Hebrew, while the Hebrew influence on the New Testament was of a much less enthralling nature. While attempting no such complete grammar, Blass frequently throws light on New Testament Greek by reference to the earlier Fathers, and even the spurious Clementine writings.

Throughout Hellenistic grammar we see the twofold tendency to simplify and to paraphrase. Of the former tendency we may take as specimens such forms as *ἡμέρης*, *ἡλθαν*, the encroachment of the accusative with prepositions especially on the

* "Grammar of New Testament Greek." By Friedrich Blass, Translated by Henry St. John Thackeray. (Macmillan.)

dative, the simplified uses of *οὐ* and *μή*, the growing disuse of the superlative and the optative; of the latter, the conjunctive with *ἵνα* and *ὅπως* for the infinitive, and the free use of *εἰμί* with a participle in place of a simple tense. These tendencies were at work in Attic times, they are more marked in the New Testament, they are fully developed in medieval and modern Greek. The New Testament stands at the point of junction—a fact which, in itself, makes the literary study of it interesting.

Attention may be drawn to Blass's very useful rules for pronouns, *e.g.*, for *αὐτός* in such an unclassical phrase as *αὐτὸς δὲ ὁ Ἰωάννης*, "now he, John" (Matt. iii. 4, Mark vi. 14); for passive and middle ("to let oneself be")—*ἀδικεῖσθε* (1 Cor. vi. 7); for the increase of constructions with *ἵνα* and *ὅτι*—*e.g.*, *συμφέρει (ἀρκετὸν) ἵνα; δοκεῖν*, "to think," with *ὅτι*, except, observe, in Paul and Luke; for the tenses, especially imperfect, aorist, and perfect, though he says nothing of the use of the aorist to express *recently completed action*—*e.g.*, *εἶδαμεν παράδοξα σήμερον*, "we have seen strange things to-day" (this, the earliest of all aoristic uses, is common to all preceding periods); for the growing disuse of particles in which Attic revels—*e.g.*, of *ἀρα*; *ἀρά γε*; characteristically found in Luke and Paul only; for *σὺ λέγεις* in answer, not = *ναί*, "yes," but as merely accepting the statement of another—*e.g.*, as Reuss instinctively saw long ago in the passage between Pilate and Christ (John xviii. 37 *et seq.*): "Art thou then the King of the Jews?" "So you say; but I understand my mission differently."

These are a few specimens out of many. A stimulating set of passages for examination might be set, the answers to which will be found in Blass—*e.g.*, *πιστεύειν Θεῷ, εἰς (ἐπὶ) Θεόν, ἐν Θεῷ*: Is there any real difference? *ἐβαπτίσθη εἰς τὸν Ἰορδάνην* (Matt. iii. 6): Why not *ἐν Ἰορδάνῃ*? *εἶχον τὸν Ἰωάννην ὅτι προφήτης ἦν* (Mark x. 32), "held John to be a prophet," R.V.: Is the tense correctly interpreted? *ὅπου ἐὰν (ἡν) εἰσπορεύετο* (Mark vi. 56): Account for this unclassical construction. *εἰ μὴ ἐποίησα . . . οὐκ εἶχουσιν* (John xv. 24). *ἔσεσθε τέλειοι* (Matt. v. 48), "Be ye perfect," A.V.; "Ye shall be perfect," R.V.: Which is the correct version? Explain the negatives in *καλὸν ἦν αὐτῷ εἰ οὐκ ἐγενήθη* (Matt. xxvi. 24, Mark xiv. 21, but *ἦν* omitted—more Hebraic); *εἰ μὴ τινὲς εἰσιν* (Gal. i. 7); *εἰ καὶ οὐ δώσει* (Luke xi. 8); *ὁ μισθωτὸς καὶ οὐκ ὢν ποιμὴν* (John x. 12 neither Attic nor Hellenistic).

Perhaps the most interesting part of Blass's "Grammar" is its comparison of the styles of the several books. So compared they will be found to fall under three heads—(1) The main body, the style of which is Hellenistic, influenced, especially in the case of the Synoptists, by Hellenisms and Aramaisms. (2) Three writers, Luke, Paul, and the author of "To the Hebrews." The literary influence here is marked. (3) The Apocalypse, which, for its solecisms, stands apart from all the other books, especially from the Fourth Gospel. On the ground of language, Blass regards the John of the Apocalypse as different from the John of the Gospel and the Epistles. His arguments, taken in connexion with differences of view between the two writers, nowhere more ably and temperately set forth than by Reuss (in "La Bible, L'Apocalypse"), will meet with the careful attention they deserve. With regard to Acts, Blass divides the book into two parts—the first Hellenistic and Hebraic, the second Hellenistic and literary—thus, by a different road, arriving at the same conclusion as Prof. Ramsay. An instructive example of the second part occurs in Acts xxvi. (Paul before Agrippa). Here the Apostle had a more distinguished audience than he ever had before. He uses pure Greek proverbs (14 and 26) and modes of speech. Here occurs the only superlative in *-άτος* found in the Greek Testament (verse 5); here only *ἴσασιν* for *οἶδασιν*; here only the potential optative, *εὐχάμην ἂν* (classical for the later *ἐβουλόμην*). The inference is that we have a fairly accurate report of Paul's actual speech (from the "Travel-Diary," Ramsay would say). At least the chapter proves that Luke and Paul, side by side with the *κοινή* which they would ordinarily use, had at command the literary language, which they could employ when required. Paul's "literary" style is abundantly proved by his Epistles.

Of the composition of the Epistle to the Hebrews Blass speaks enthusiastically: "It is composed in a fluent and beautiful rhetorical style, and the whole work must, especially with regard to the composition of words and sentences, be reckoned as a piece of artistic prose" (pages 280, 281, and 296). We should like to give instances of the vulgar idiom,

of Hebraisms and Aramaisms, and of Latinisms. But space presses, and we must refer our readers to the "Grammar."

We cannot, however, conclude without a word of high praise for the *format* of the English book, and for Mr. Thackeray's version. Better, indeed, Messrs. Macmillan's book is in type, paper, and binding, as no doubt it ought to be, seeing that it is more than double the price of the German edition. With regard to Mr. Thackeray's translation, it is throughout scholarly and intelligible. Blass's style is less difficult than that of most of his countrymen; still Mr. Thackeray must have had a laborious and delicate task, and he has made the original much more agreeable to English readers.

We think that, as a tribute to venial English ignorance, Mr. Thackeray might have stooped to slight explanations of a few highly technical terms, *e.g.*, "parasynthetic" (page 67), "in the construct style" (*im Status Constructus*, page 150). On page 151 he very neatly explains a better known term, "in virtue of a reference (*anaphora*)." This is quite enough. We have examined the English and German at many points, and must congratulate Mr. Thackeray on the execution of his work. Such blemishes as the above can easily be removed in a second edition, which should soon be called for. On page 1, by the way, "Hellenic" is surely a slip for "Hellenistic" (*des Hellenismus*).

We anticipate that the book will be largely used, not only by clergymen of all denominations, but by that increasing class of laymen interested in Biblical studies, of which Mr. Thackeray has proved himself a distinguished representative.

OF OTHER DAYS.

WITH under forty pupils on the day-school books, it was somewhat of a triumph to count an average of twelve for evening classes. The schoolmaster was short in stature, and the tails of his rusty frock coat nearly touched the uneven heels of his uncouth shoes. An old-world stock matched his clean-shaven face, and its somewhat surprised, or strained, expression was accentuated by the assertive fashion of his hair.

He had drifted with the current of circumstances into the teaching profession in the days when the fertilizing waters of national education were beginning to flow over the land, when the unfit, or the unfortunate, could still find a refuge in a village school, and

Boast unruly brats with birch to tame.

He was stranded in the teacher's chair forty years ago—and did not know why. A schoolboy, until the age of ten brought with it bread-winning capacity, he remembered how the club-footed tutor of his infant mind had a single remedy for all deficiencies. The quaking culprit, summoned to the master's desk, laid his tiny fist upon it, "knuckles up," to be bludgeoned with a heavy ruler. He remembered, too, how the "shouting drover," stumping the floor, declaimed:

As I do live by food, I met a fool,

and, to match the action with the word, he loved to draw

A dial from his poak,

And, looking on it with lack-lustre eye,

Say, very wisely: "It is ten o'clock."

Once, his heavy timepiece slipping through his hand, the laugh ran against him. Those within striking distance of his stick felt its weight, and he hurled it with an execration at those beyond his reach. Of such stuff were his brief schooldays.

When, after seven years, chance led him to school again, ostensibly to teach, he began to learn. The time-table was simple, the scholars few; reading, writing on slates, and the "first four rules" were within the measure of his untrained powers.

The village all declared how much he knew;

'Twas certain he could write and cipher too;

Lands he could measure, terms and tides presage,

And even the story ran that he could gauge.

An air of conscious worth seemed to dignify the little man, as he claimed always to have been in front of his pupils. With the requirements of successive minutes and codes, if he did not keep pace, he was, at least, not far behind.

The schoolroom was unmistakably a converted cottage—perhaps two cottages; its meagre additions, its dilapidations, had

been overlooked by a sympathetic inspector. But it was in constant danger of being "warned." A survival of the unfit, it could scarcely be said to feel the "intolerable strain"; expenditure was strictly governed by receipts. So the old master started an evening school to augment the scanty double figures of his wage. As the door opened you looked into the past. Suspended from the rafters, before the open kitchen hearth, a stable lantern dangled near the ground. Within the circle of its dim light a dozen crouching scholars hugged their slates—beneath their noses and above their knees. The little man in his long coat hovered around. He was teaching the mysterious subject of "Shorthand," and cabalistic signs on the blackboard were laboriously reproduced on the slates of his scholars. Why these stalwart farm lads, redolent of turnip field and cow byre, demanded to be taught shorthand is a question to baffle the inquirer. Perhaps its remoteness from their lives and needs, its unintelligibility, provoked bucolic curiosity. Possibly they all aspired to the swagger of reporters. Whatever the reason, "Shorthand" was the subject in demand; so the willing master studied it. It was not the first time he had risen to an occasion. "We are beginning to be over-educated," says the cynic; "at least, everybody who is incapable of learning has taken to teaching." This old-time schoolmaster was not of these. He might, and probably did, regard the realm of knowledge as a series of text-books; the function of the teacher the art of keeping one chapter in front of his class. But within these limits he gave his best. He sympathized with ignorance and co-operated with intelligence. He had traversed, it is true, few of the difficult paths of that realm to which it was his profession to be a guide. But an invariable discoverer himself, his scholars involuntarily assumed that mental attitude. So in this evening school, with the aid of mother-wit, a stable lantern, and some text-books, he explored with them the cryptic symbols of phonography and the complex "science of common things."

The fixed and variable grants were on the wrong side of £5, but H.M. Inspector's report ran: "'Science of common things,' good; 'Shorthand,' excellent."

M. FELIX PECAUT.

THE *Boletín* of the Institucion Libre de Enseñanza, of Madrid, contains an eloquent and affectionate tribute to the memory of M. Félix Pécaut, one of the founders of the Ecole Normale Supérieure d'Institutrices, at Fontenay les Roses, near Paris. The author is one of his Spanish pupils, Doña M. Sarda. M. Pécaut died at Orthez, in the Basses Pyrénées, July 31.

The writer gives an attractive account of the studies pursued at the Ecole Normale, and especially of the personal influence of M. Pécaut, during the fifteen months in which she was his pupil. M. Pécaut, though advanced in years and in delicate health, arrived at the school from his house across the park precisely at six every morning. He lit his fire in his study, first read *Le Temps* to see if there were anything in it particularly interesting to his pupils, then prepared for his lecture at seven. This seems to have been a very informal discourse, looked forward to with pleasure by all; attendance at it was mostly voluntary. It was preceded by singing, and frequently began with questions to the pupils on some subject which they were studying, or on some of the events of the day. Sometimes the lecture took the form of a running commentary on a book which he brought with him; at others he would translate into modern French a passage from some of the older classics, Montaigne, for instance; at others he would discuss some educational problem or deal with some practical detail; or he would comment on some contemporary political event and the moral duties involved with regard to it. Situations like those of Madagascar, Crete, Abyssinia, Venezuela would be the theme, treated always from an ethical standpoint, and with a view to promote peace among nations. On Monday he liked to ask his pupils how they had spent their Sunday, which was a day completely free for every one in the establishment. The more approved plan seemed to be a visit to the museums, monuments, or churches of Paris; to go to the theatrical

matinées as a most useful complement to the study of French literature; to make excursions in the neighbourhood, and indulge in everything that would open the intelligence and form the mind.

After the lecture, M. Pécaut's day was spent in inspecting the various classes, taking occasionally one or the other, but chiefly in observing how the teaching was conducted. He was ever ready to help individual pupils and to give them advice on their reading, to correct their compositions and essays; but, above all, he tried to get into actual touch with the special aptitudes and character of each pupil. His desire was not only to be a professor and inspector, but to gain their confidence and affection. This paper shows how well he fulfilled this—at least, with one of his Spanish pupils. She sums up the moral effect of his teaching in this sentence: "The memory of my master will always interpose itself between myself and any unworthy action."

Direct religious instruction seems to have been excluded from the school; but a high moral tone was aimed at and acquired, and some of the mistresses were zealous in philanthropic work, and devoted themselves to the night asylums and the poor in Paris.

The methods adopted, the ethical discussions, the keen interest in contemporary political events, the informal character of the lecturing seem strange to us; but, if the effect on the character of the pupils was really such as is here described, M. Pécaut's methods cannot be said to have been altogether unsuccessful.

CORRESPONDENCE.

GOVERNMENT AND UNIVERSITY INSPECTION OF SCHOOLS.

To the Editor of The Journal of Education.

SIR,—I am sorry to find that in your first Note for this month you have expressed approbation of the proposal that inspection by the Universities of secondary schools should be an alternative to their inspection by Government. Some educational bodies, it is true, have accepted that proposal; but I know that in one case, through want of time, the question was not threshed out, and certainly the final vote found more than one dissentient. Moreover, it seems to me of some importance that the Teachers' Guild, which—to say nothing of its numbers—certainly represents secondary education more widely than any other association, passed no such resolution at its recent Congress, but rather emphasized the importance of Government inspection, with the simple proviso that the inspectors should be men familiar with the work of secondary education. In any case the question is one of such vital moment that I trust you will allow me to put some reasons against the Universities undertaking the work.

The main avowed argument on behalf of the Universities is that they are in touch with the schools to be inspected. But what is meant by being "in touch" with them? Some of the schools in their upper portions they have no doubt a certain knowledge of: that they know really the majority of schools, even the public schools, in the way which real inspection would demand, is a contention I should think no one would make. They know a portion of them in a limited, external way, through the cast-iron system of local examinations; they know some of the wealthier through the yearly examination, involving a visit once a year from an examiner not always the same; but in neither case does the knowledge gained cover, as a rule, the whole school's work; still less can it be regarded as true inspection. The vast majority of schools, and the still vaster majority of children, have no connexion at all with the Universities, save through written work once a year; yet it is argued, from the comparatively exceptional case of the large and wealthy schools being personally examined by an examiner appointed by a University, that the same should be the case with all. Yet the small schools, whose pupils rarely stay beyond sixteen, are absolutely distinct from the greater foundations: it is on behalf of the small and poor schools that I plead for preference for Government officials.

The question turns largely on thoroughly understanding the difference between inspection and examination. I am one of those who hope that Government control will, in the long run, result in the sweeping away of a great portion of our present ridiculous examinations and reducing what remains to its proper level—a position subsidiary to that of personal inspection, leaving them as an instrument to be used or not as the inspector thinks fit. Possibly those who take a different view have in their minds a different idea as to what inspection should be. I base my own view on the assumption that the inspector will be chosen for his knowledge of education, not on the practical side alone, but, what is at present so important in England, on the theoretical side as well; a man who knows what is passing in other countries, who is a student of the subject as a science, who, through devoting to the work all his time and not merely filling with it the time he can spare from what is really his life-work—tuition at the University or parish work as a priest—is in a position to be a guide and a friend to schools which he constantly visits, to bring to their knowledge new and better ways of treating subjects, and to act as a channel through which even the poorest school will have the chance of learning how to improve its work. No doubt I shall be told—I have been told so already—that it is impossible to get such men in any numbers. True, no doubt, at present: but, if we do not start now, we never shall; we shall tie ourselves down for all time to the present imperfect system when we have the chance, by making a start, of creating the supply in a few years. Does any one suppose that a University, however willing, would be able to force its officers to equip themselves thoroughly in this direction in the same way as a Government Department would be? In any case, at first we shall not make a perfect start: but to make, as it seems to me is done by the proposal to entrust inspection to the Universities, the most vital of all points in the organization of secondary education merely the second life-business of the inspector, enabling a man who does not consider that his regular career occupies his time enough or secures him a sufficiently large income to find a chance of increasing his work or his emoluments, is a policy unworthy of a great State. I have heard the headmaster of one of our large schools declare that at best inspectors from Universities are amateurs; from the strict point of view I agree.

Again, whence will come the powers of the inspectors? Is the University to control the schools? If not, the inspection will carry no compulsion, save so far as the Local Authorities or the Education Department itself choose to take it up. And is it to be supposed they would not do so? Then the whole tradition of English life would be altered. But, if either Government or the Local Authority is to be the driving power, the inspectors will be their servants; they are sure, sooner or later, to assert their claims: and would it not be undignified for our great Universities to be gradually ousted from a position assumed rather than to acknowledge once and for all that the work is outside their proper sphere? A University, I take it, is a body for research and for training in knowledge its own students; I cannot see what it has to do outside. It has even been maintained that the outside work done by so many dons in connexion with schools and other schemes inflicts serious damage on University work proper; but this is a point it is not for me to emphasize. I will only say that, if it is argued, from the contact between the highest work in our greater schools and that of the Universities, that the latter are the adequate and proper bodies to inspect the former, it might surely, with equal plausibility, be argued that our secondary schools should inspect the primary.

I have argued on the assumption that University appointment implies the choice of men because of their contact with the University, and have maintained that this involves, as a general rule, the inspection of schools taking a subordinate place in a man's life-work. If contact with the University is not implied, I do not see what the schools have to gain; the inspectors would be University officials only in name, and it is difficult to see what power of enforcing changes the inspectors or the Universities would then have. Probably this is precisely the position at which the upholders of this plan wish to arrive! We need have little fear, whoever is appointed, that men will be chosen out of sympathy with the work of secondary schools; but the danger—and it is a great one—is that of having men appointed who know nothing in detail about the schools, and who, unless forced to give up everything to this one business,

will only come to know them to any reality by a very slow process extending over years. Granted that the inspectors will learn their business in time, those will learn it much the fastest who have to earn their living solely by inspection. There is no reason, indeed—except one—why inspectors appointed by the Universities should not give their whole time to this work and become, in time, experts in the matter; but what advantage has a University inspector to begin with? Does his University connexion help him at all to judge of ventilation and lighting, size of class-room, method of seating, classification of boys and curriculum, handling of school subjects, especially in the lower forms, and the most approved educational methods for weak minds? It is on these points we hope to find guidance from the inspectors. I have not as yet been able to discover that University examiners, as a general rule, think such points fall within their province. If they expressed an opinion on them, I fear most headmasters would be inclined to think they knew more about the subjects than their would-be Mentors. But a man who can give his whole life to the subject would be in a very different position.

This brings me to the fundamental question, the exception to which I referred just now—the reason why the Universities cannot hope to get inspectors as efficient as would be State officials is, to put it shortly, want of money. In the case of inspection—full and adequate inspection—by the Universities, the smaller schools would be hopelessly handicapped; in the other case all would share alike. It is the large schools that want University inspection; they can afford, perhaps, the cost; but we must not look at the question from their point of view alone. They have not the greater portion of the secondary education of the country in their hands; the small schools are the vital point. And, if it be replied that *ex hypothesi* the Local Authorities will be financing the schools, who, that knows the working of our system of local government, will suppose for one instant that a Local Authority will content itself with inspection save by the Government or by its own officials?

It is, Sir, on the ground of the weakness of the smaller schools, of the necessity of having for our guides men who are real experts in education, and of the vast importance of founding a school of men who will make education in its every aspect a life-study, and convey to the schools the result of their experience, that I hold so strongly that a Government system of inspection is the only means by which we can hope to make, at least in the near future, out of our chaos of secondary education an organized system of practical, applied, scientific knowledge.—Yours faithfully,

F. H. MATTHEWS.

Bolton, March 14, 1899.

HIGH-SCHOOL AND UNIVERSITY STUDENTS AS MISTRESSES IN PUBLIC ELEMENTARY SCHOOLS.

To the Editor of The Journal of Education.

SIR,—As my name is mentioned in a letter on the above subject in your March issue, will you kindly allow me to reply to it?

"Article 60 (b)" says that I have answered the three questions (1) What openings? (2) What salaries? (3) What steps to take?—but there remains a fourth question—What chances of promotion? With regard to the chances of promotion for University trained teachers, "Article 60 (b)" raises the following difficulties:—

1. *The natural desire on the part of School Boards to promote teachers who have been trained from the beginning in their own schools—that is to say, to appoint officers from the ranks.*—The best answer to this charge is to quote an excellent article in the "Englishwoman's Year Book" for 1899, by Mr. G. L. Bruce, who was a leading and very influential member of the last School Board for London. He says: "It is possible to become a teacher in an elementary school without any previous training. It is rarely wise. An 'outsider' is looked on with suspicion and jealousy. If she be successful, she will have a very great start in the race. She has had time to be taught while her colleagues had to teach. *The prizes of the profession are apt to fall to her rather than to those who have lacked her advantages.*" Mr. Bruce has had perhaps as much experience as any one in the matter. Teachers from Girton, Newnham, and the Oxford colléges are likely to be promoted quickly, if they prove them-

selves capable of taking charge of large classes, and do good work in school.

II. *Opposition to the swelling of their ranks by high-school and University students on the part of the bulk of the elementary-school teachers.*—This is hardly a correct statement, I think—that is to say, I have not found it so; though I am afraid that “Article 60 (b)” is right with regard to the teachers’ organization, the N.U.T., and its powerful organ, the *Schoolmaster*. It may be that the policy of that Union is to prevent all “outsiders” from entering this particular branch of the profession; for its sympathies are with trade-unionism, as was proved when the N.U.T., as a union, subscribed to the fund for assisting the miners in the South Wales coal strike. The N.U.T. and the *Schoolmaster* also resent the appointment of University men to be Government inspectors; but, if University-trained teachers will make a few inquiries about schools, before applying for posts, they need not have any fear of opposition or unpleasantness. In most cases they will be most warmly welcomed.

III. *Few Headships open to women.*—Apparently “Article 60 (b)” means besides the post of headmistress of ordinary girls’ and infants’ schools. But is this the fact? Take what is the case in this immediate neighbourhood with regard to the headships of other departments of the profession besides schools:—(1) *Government Inspectors*: there are now three for this division, one of whom is a lady (Miss Munday). Already five lady inspectors have been appointed H.M.I.’s. (2) *Training Colleges*: the three nearest training colleges have ladies at the head—St. Gabriel’s (Church), Miss Bishop; Stockwell (Un denominational), Miss Manley; Wandsworth (Roman Catholic), Madame Moran. Besides these there are Cheltenham (St. Helen’s), Saffron Walden, Liverpool, and there may be some more. (3) *Pupil-teacher Centres*: the nearest is Kennington (Church), Miss Evers. Then there is a Board one at Stepney with a headmistress, and some, I believe, in the country. The Guernsey centre is advertised as being open to either a lady or gentleman.

But to go back to the ordinary day school. I believe it will be found that Mr. Bruce is quite right that University-trained teachers will stand a far better chance of promotion than what “Article 60 (b)” calls those who have risen from the ranks. The National girls’ school close by has a Girton student as headmistress, and she had never been on the staff of a public elementary school before she was appointed Head. There are 320 children in this school, with four certificated assistants and seven pupil-teachers.

It is hoped that some of the results of the N.U.T. Conference visiting Cambridge, and being so very well received, will be that “Article 60 (b)” will find that University-trained teachers will not in future be so opposed by the teachers’ representatives on the School Boards as she has found in the past; that the N.U.T. will treat “Article 60 (b)s” in the same kindly manner that most teachers do individually; and that the *Schoolmaster* will be ready to use its good influence in bringing about a better feeling between all sorts of trained teachers.

The salaries of assistant-mistresses under the London School Board have just been revised. Some of your readers, especially those who may be thinking of applying for the higher-grade schools, may like to know what the scale now is—(1) *Ordinary schools*: £80 or £85, rising by £4 or £3 annual increases to £140. (2) *Higher-grade schools*: £100, rising by £3 annual increases to £150. (3) *Pupil-teacher schools*: £130, rising by £5 annual increases to £165. The only difference in the salaries of headmistresses is that the minimum salary is £140, but the maximum of £300 remains the same. All mistresses will be entitled to the Government pension.—Your obedient servant,
J. BAYFIELD CLARK.

St. Saviour’s Vicarage, Camberwell.

March 14, 1899.

PRONUNCIATION IN THE SEVENTEENTH CENTURY.

To the Editor of The Journal of Education.

SIR,—When we find a poet like Dryden, in what appear to have been his choicest efforts, repeatedly treating certain words as rimes, and doing so especially in positions in which discords would sorely jar on a sensitive ear, I think we are justified in assuming that in the English with which he was familiar the sounds corresponded. Now, we find that Dryden rimes with

bees (and words now similarly sounded) certain other words which modern poets rime with *bulls* (and other words of similar sound). I take it that in Dryden’s English the terminal sound was more like *lees* than *öölz*. The words in question are *miracles*, *articles*, *oracles*, *chronicles*, and the like.

Again, in modern English a certain word is sounded *draft*, even when still spelt *draught*, though another word of very similar spelling (*taught*) has not undergone such a change. In Dryden we find *thought* as a rime to what was doubtless then sounded more like *drawt*. *Bought* so too.

“Country people” in many parts still say *larning*, still say *wahrning*, still say *dizzarning*. I think we may conclude that these were Dryden’s pronunciations when we find, in one highly finished poem, lines ending with *discerning*, *warning*; and in another highly finished poem lines ending with *discerning*, *learning*.

There is an old story of a musical festival, a grand chorus of massed choirs from different counties, and how they were singing—the singers of each county with unquenchable gusto—“We fly b’ night”; “We flee b’ neet”; “We floy b’ noyt”; “We flay b’ nayt”; and so on, according to the currency of their several counties. We are reminded of this in reading Dryden and noting how in Dryden’s English *join* and *shine* were rimes. There are a great many examples of this. The question involved here is: *shine*—*jine*, or *shoin*—*join*, or neither?

It seems that *brood* was sounded as now; or, perhaps, more like *broad*, and that the same vowel-sound was heard in both *blood* and *good*; that *move* was sounded as now, or, perhaps, more like *rove*, and that the same vowel-sound was heard in *love*. We make a great many other discoveries of the same kind, the tendency of the majority of which is to show that the “Continental” or “Roman” values of the five vowel-letters were still much more general than now. In the well known “Veni, Creator Spiritus,” comment is commonly made upon the lines—

O source of uncreated light,
The Father’s promised Paraclete!

on the assumption that the pronunciation of *light* was what it is to-day. Thus Mr. W. D. Christie, editor of the Globe Edition (Macmillan), has a note: “There is a pronunciation in Scotland of *globe* as *glibe*, which may help to explain this rhyme.” But in the very next translated hymn, the “Te Deum,” on which Dryden seems to have bestowed equal pains, we have—

. . . seat
. . . Paraclete.

This is a difficult matter, but I beg to say that the investigations we made more than a year ago, prior to the adoption of our present “International five-letter vowel scheme” for the Oxford shorthand, in our opinion, fully confirmed the view that as late as Shakespeare’s time, and later, the third vowel letter had generally, when long, the sound we still give it in *unique*. Thus *seen* for *fine*, and so on throughout. Could this be still true with Dryden? Should his own name (also spelt, both by himself and others, *Driden*) be sounded *Dreedn*? I think it should, and that it is rightly identified with another surname now sounded with the quickened or short, form of that vowel-sound, as in *trit*. In Dryden’s work we find *pole artique* as a rime with *like*. Must not, then, the latter have been sounded *leek*? We find *constantly* such pairings as *by* with *sanctity*, and I do not think it fair to believe that this was due to slovenliness, or absence of desire to have a true and pleasing echo of the vowel. Indeed, Mr. Christie remarks upon the riming of *decrees* with *rarefies* and *relies*. But there is evidence of another sort. Firstly, why should certain letters (*i* and *y*) have had the force of a *single* vowel in *one* position in a word (e.g., in *Indian*, *lady*, *ladies*, and *yeoman*), but the force of a *diphthong* (that in *aisle*) in *another* position (e.g., *nigh*, *rye*)? That the vowel in this position should be *long* (*nee*, *ree*) we can understand; but that, instead of being itself long, another vowel-sound should be prefixed to it, is a different matter altogether.

The evidence does not stop here. We know of a *Shipston-on-Stour*. We know the first syllable was sounded *Sheep*. We know also of a great many country places called *Whitfield*—undoubtedly the shortened, and naturally shortened, form of *Wheatfield*. But what of the many places of the name of *Whitchurch*? Would it have been *Wheatchurch*? I say, yes, undoubtedly—*sounded* so, though spelt differently, and *now* sounded differently—*Whitechurch*. We have just the same

change in *Whit-Sunday* from *White-Sunday*, formerly sounded as I have remarked, *Wheet-Sunday*. The sound *white* would not, and *naturally could not*, be shortened to *whit*. If the pronunciation of the word had been what it is now, we should rather have had *Whutchurch* or *Whätchurch*, *Whut-Sunday* or *Whät-Sunday*. We know what is the common sound of the first vowel-letter, sounded quickly, because unaccented, in *my dear fellow*. It certainly is not as in *mid*, but rather as in *mud* or *mad*. The vowel *following* the *t* in the word in question was originally sounded where it stands, and may have been a factor in the change to *white*.

For the purposes of our work I made very copious notes and analyses as to the values of the vowels in the present and earlier centuries of English literature, but I should be very glad, as would, doubtless, also many more of your readers be, to hear what others say.—Yours sincerely,

PERCY E. KINGSFORD

(Shorthand Master at Dover College).

Oxford Shorthand Office, Dover.

March 11, 1899.

APOLOGIA PRO ARCHIMAGISTRIS.

To the Editor of *The Journal of Education*.

SIR,—You ask me what I “think of the feelings of assistant-masters who are dismissable at pleasure, and whose extreme limit at Merchant Taylors’ is fifty-five.” If I can judge other people by myself, my own feelings under such circumstances would be that one of these two conditions is entirely reasonable and the other outrageous. There have been two men during this century who have been thought fit to steer the Empire when over eighty. Another was lately appointed to steer the Church of England at the age of seventy-four. I utterly fail to see on what grounds any definite limit can be assigned to the age at which a man is competent to steer a school or manage a form or a house.

You say “it is well to be a headmaster,” and you appear to infer that I am not subject to dismissal. That is a mistake. I can be dismissed in the most summary manner by the parents of actual or potential boys at any time. They have to assign no reason, they have simply to cease to send me boys, and they can do it. My successor will be dismissable by my trustees, and this will be the only power which they will have over him in matters not entirely financial. His colleagues will be appointed entirely by him, and also liable to dismissal by him without any reference to age. The grounds on which I hope he will proceed will be simply and entirely his opinion of their efficiency. He will be bound by the terms of his appointment to act entirely for the good of the school, and to put aside all other considerations. It hardly need be said that, if a headmaster were constantly dismissing his colleagues, the trustees would be justified in concluding that he was a very bad judge of men, and, therefore, unfit for his post. And I can imagine nothing more likely to lead to his own dismissal by any competent Board than capricious action on his part towards his colleagues.—I am, Sir, your obedient servant,

Loretto, Musselburgh.

HELY H. ALMOND.

February 7, 1899.

A BACK-HANDER.

To the Editor of *The Journal of Education*.

SIR,—Mr. Buckmaster’s scolding is justified. I have no excuse to urge for an unwarrantable expression except that it was quite unpremeditated, and far more innocent in the uttering of it than in the repetition. Some of the blame, I think, belongs to the newspapers, which seem eager to multiply the mischief of any careless words.—Yours faithfully,

Haileybury, March 11.

E. LYTTETON.

TENURE OF ASSISTANT-MASTERS.

To the Editor of *The Journal of Education*.

DEAR SIR,—I notice with satisfaction that the question of the summary dismissal of assistant-masters in secondary schools, on the appointment of a new headmaster, is being raised, and, as it is a matter of vital importance to assistants, I venture to bring it before your readers.

The facts are usually of the stalest kind. A headship in a grammar school falls vacant, the governors appoint a man to the post, this gentleman writes to his friends to tell them his good fortune, and, while the ink is still wet on these self-congratulatory epistles, he writes to the old staff of the school, declining their services for the ensuing term, and forthwith informs the agents that he will require so many men to join him in his new post.

Now, Sir, one can easily understand that a headmaster desires sympathetic colleagues; but, when, in order to secure them, he dismisses the old assistants without troubling to ascertain whether these may or may not possess the qualifications he desires, he, I think, shows a weakness which detracts in some measure from his fitness to fill the post to which he has been elected.

Looked at from the assistant’s point of view, it is felt that great injustice is often done. A man is perhaps married, and has settled down in a country grammar school, and is doing his work with credit to himself and advantage to his pupils, when, lo! his head retires or is promoted to a post of greater emolument, and, before he can quite realize the situation, he is told to pack up and go; hence, he finds himself out of a berth, through no fault of his own, and, consequently, is obliged to take almost anything he can get. Obviously this is not justice; but it is a state of things which occurs not infrequently, and it is only by stimulating opinion on the subject that we can hope for better things.

The most recent instance is Grantham Grammar School; but, as far as I was able to gather, the governors there made the stipulation, on appointing the headmaster, that he should not re-engage any of the old staff, so that he had no option in the matter, and therefore does not come within the scope of my remarks; but the fact remains that summary dismissal is very often the lot of the assistant on the appointment of a new headmaster, who may be his superior neither in attainments, capability, nor experience, and who surpasses him in nothing but good fortune.

The position of the hard-working assistant is hardly a bed of roses, and his pay is, in most cases, meagre, and when we remember that he may lose the opportunity of earning this at the mere caprice of an individual whom he has never met, and will probably never see, we cannot but feel that he has some ground for complaint.—I am, Sir, yours obediently,

March, 1899.

ASSISTANT.

HISTORY TEACHING.

To the Editor of *The Journal of Education*.

SIR,—It has been maintained that history is an unsuitable subject for children, as with them it can be little more than the learning of facts and dates. Recently I have taken up the teaching of history to children, and I have found that it can be turned into a valuable exercise in reasoning, if facts are regarded as the indices of movements. So regarded, they sort themselves, and consequently become easy to remember. If a clear view is at first taken of the aims and objects and probable character of individuals or parties in a State, the subsequent events show pretty clearly the resultant of the forces at work. But the thread should never be lost, and, if it be necessary to give an artificial clearness or connexion, I believe even this is better than merely letting the fact stand isolated. No history is full enough that does not show clearly the march of events, and, consequently, afford material for thought rather than memory.

There is no reason why history should be behind geography as an intellectual exercise. The rise of the retainer system can be as easily traced out as the effect of mountains upon the rainfall of a country, and anything that makes the study of history more rational really makes it easier. Thus, if we analyze fully and carefully enough the state of England and of France in Edward III.’s time, and note the result of the war of the period, we shall be able to foretell broadly how Henry V. and his successor will fare in their contest with France, and surely this is an exercise of some value.

Of course this is not at all new, but it may serve to indicate the value of the study of biography, which must naturally be more or less isolated, as a substitute for the study of history, which should above all things appear continuous in cause and effects—at any rate, continuous, like tides and currents; not isolated, like rocks, however majestic.—Yours faithfully,

FRANK J. ADKINS.

Salford.

THE DRAINAGE OF CAMBRIDGE.

To the Editor of *The Journal of Education*.

SIR,—Our attention has been called to a letter in a recent number of the *Journal of Education* in reference to the supposed bad sanitary state of the town of Cambridge. Whilst sympathizing with the bereaved father and mother in the loss of their son from typhoid fever, we should like to state that we believe that the actual case mentioned was one

that was carefully inquired into in all its aspects by the Medical Officer of Health, and it was satisfactorily proved that it was most unlikely the disease could have been contracted in Cambridge. As to the general statements made that there is typhoid fever in and around Cambridge, we may point out that, under the Infectious Diseases (Notification) Act, 1889, we are enabled to state that Cambridge has been as free from typhoid fever for the last eight years as any town of its size, and that we have no reason to suppose that the drainage system in Cambridge has in any degree caused any difference in this respect. We may also state that the Sanitary Authority at the present time is taking very active steps to lessen all possible danger and inconvenience from weak spots which may exist both in the ventilation of the drainage system itself and in the connexions, &c., of the private house drains. We are led to make this statement as, unless answered, the letter referred to might create a most erroneous and unfair impression of the unhealthiness of the borough of Cambridge. We may add that the death-rate of the borough has been much below the average of ordinary towns for the past few years.—Yours truly,

T. HYDE HILLS, *Chairman of Sanitary Committee.*
BUSHELL ANNINGSO, *Medical Officer of Health.*

Guildhall, Cambridge,
March 23, 1899.

UPRIGHT HANDWRITING.

To the Editor of The Journal of Education.

SIR,—Twenty-five years' experience as a teacher of handwriting and the joint authorship of a series of copy-books give me, perhaps, sufficient claim on which to base a few remarks *re* Mr. John Jackson's letter, which appeared in the 'March number of your valued paper. No doubt Mr. Jackson, quite naturally, thinks his own pet system infinitely superior to any other; but I, for one, fail to see "the logical and irresistible deduction" which that gentleman makes from the extract he quotes in his letter as to the vertical system "being by unanimous consent [?] the most legible." (The italics are mine.)

In common with many fellow-teachers of all grades, I consider the upright system of handwriting not only an abomination, but the position required in attaining it absolutely opposed to all rational hygienic principles. In support of the general system of handwriting—the slope to the right—I may be pardoned for mentioning what many examiners of Army, Navy, Civil Service, and commercial candidates have told me, personally, that the vertical style is exactly what they do *not* require, but their preference is still (and likely to be) for the sloping system.—Yours very truly,

Bedford, March 21, 1899.

B. F. COLUMBINE.

FRENCH DIPLOMAS FOR ENGLISH MISTRESSES.

To the Editor of The Journal of Education.

DEAR SIR,—There is at present in Paris an Association de l'Alliance Française for the development of the French language in foreign countries. This Association, approved by the Government and recognized as of public utility, grants to *foreigners only* simple or superior diplomas. Young ladies anxious to obtain these diplomas could be lodged, boarded, and thoroughly well prepared by a lady residing in Neuilly, Officier de l'Académie Française. She has already sent up several young Englishwomen for examination, all of whom have passed well, after six or eight months' preparation. One obtained the superior diploma after only three months' study.

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North End, Hampstead, N.W.

March 20.

EMMA F. JOHNSTON.

EXPERTS ON INSTRUCTION COMMITTEES.

To the Editor of The Journal of Education.

DEAR SIR,—In your "Occasional Notes," on page 101 of the February issue, after quoting my argument for County Councils as the Local Authorities for Secondary Education, you add: "Mr. Welton will carry the whole body of secondary teachers with him if only he will accept the rider that the presence of experts on the County Council, or rather on their Instruction Committee, must be guaranteed." Not only do I accept this, but it has always been one of my main contentions. I have not a report of my speech before me; but, if my memory serves me well, I made it clear on that occasion as on others, that I regarded such expert help on the Instruction Committee as essential.—I am, yours obediently,

Leeds, March 4, 1899.

JAMES WELTON.

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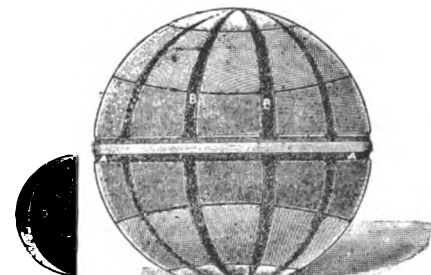
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THE BOARD OF EDUCATION BILL.

SHALL TEACHERS COUNTERSIGN THE BLANK CHEQUE?

THE Board of Education Bill (1899) is a combination of the two Bills of last Session; but, in this case, the whole is not equal to the parts. On two points, and those the most important, there is a distinct advance. The Charity Commission, it is true, is still considered too tough a morsel to swallow at a gulp, but it will be gradually digested; the only power reserved to it being to determine whether an endowment, or any part of an endowment, is held for, or ought to be applied to, education. All its remaining powers may be transferred by an Order in Council to the Board of Education. Secondly, the Consultative Committee is now made statutory and permanent. The objectionable words in last year's Bill, "from time to time," have disappeared, and the clause now reads: "It shall be lawful for Her Majesty in Council, by Order, to establish a Consultative Committee." In Parliamentary language, as every one knows, what is lawful is imperative.

In these respects we hail the new Bill; nor are there any obvious defects or omissions to counterbalance these gains. On the other hand, it contains so many obscurities and ambiguities, which are only partially elucidated or removed by the Duke's official commentary, that we are far from blessing it altogether. We will deal with them *seriatim*.

1. The President of the Board—in other words, the Minister of Education—may, or may not, be the Lord President of the Council. The office of Vice-President will, on the next vacancy—that is, when Sir John Gorst is promoted or retires—be abolished, and one of the Secretaries of the Board may be elected to and vote in the House of Commons. This means that the Education Department will be reconstituted on the lines of the Board of Trade. If the President is in the Lords, it will be represented in the Commons by a Parliamentary Secretary; if he is in the Commons, the Parliamentary Secretary will presumably be a Peer. This is certainly an improvement on the Box-and-Cox arrangement as to the Vice-President of last year's Bill.

2. Inspection of secondary schools.—The compulsory clause in the 1898 Bill is dropped. The Duke of Devonshire appears to have been shocked at his own audacity, and naively confesses that he failed at the time to realize what was intended by the Bill. "I am advised that under the Bill all public schools would have been liable to inspection, except Eton and Winchester." To us the wonder rather is why Eton and Winchester should have been excepted. Did Long Chamber at Eton or the

domestic arrangements for Winchester Collegers need no inspection? This, it may be answered, is past history, and not only Eton and Winchester, but all our great public schools, are now immaculate, and need no inspection. Still, as the Duke informs us, they freely offer themselves for inspection. Why, then, does he decline their offer? The reason he gives, as far as it goes, is sound. It is not possible, at a moment's notice, to enlist a sufficient staff of inspectors—men at once competent for the work, and who, by their past record, would command the confidence and respect of the headmasters. Agreed; but we fail to see why all endowed schools should not from the very first be liable to inspection. The Board would, of course, exercise this power at its discretion, and might thus be able to act as a Board of Arbitration in cases of internal dissension between a headmaster and his assistants or the governing body, such as has occurred, and will occur, even in the best regulated of our public schools.

3. By the Bill, inspection will be optional in all areas; but it is proposed to resume, by a side wind, the powers that are directly resigned. The Board will at once take over the powers of inspection now vested in the Charity Commission, and will, consequently, inspect all schools working under schemes framed in pursuance of the Endowed Schools Act. But here there is a confusion that the Duke's speech makes all the worse confounded. Inspection, as defined by the Bill, is educational "for the purpose of ascertaining the character of the teaching in the school and the nature of the provisions made for the teaching and health of the scholars." Inspection as exercised by the Charity Commission is purely and solely administrative. Their powers are limited to seeing that the scheme is carried out; they cannot examine a school, or even supervise and report on the teaching. Administrative inspection can add little or nothing to the knowledge we already possess from the classified list of 6,000 schools issued by the Education Department last June.

The inspection at present contemplated by the Duke is limited to local schools, and of such a nature "as may assist the Local Authorities hereafter to be constituted to bring the secondary schools, public and private, within their area into some common local scheme." On this we have to remark, first, that a definition of a local school that will hold water has yet to be framed. For instance, are St. Paul's, Merchant Taylors', Bedford, Tonbridge, Up-Holland to be reckoned as local or non-local schools? Secondly, is any account to be taken of schools that decline inspection? Thirdly, is this inspection to be conducted partly by the Central and partly by the Local Authority? It would seem so from Clause 3 (2), wherein it is provided that a County Council may pay the cost of inspection out of the "whisky money." But, if this is so, we must abandon all hope of a uniform census of secondary schools.

4. The Consultative Committee will consist, "as to not less than two-thirds, of persons representing Universities and bodies interested in education." The constitution thus adumbrated is so vague that it is useless to discuss it. It may give teachers all they want and more than they dared to hope for; it may leave them virtually out in the cold. The Royal Commission recommended a Committee of twelve. Suppose this number doubled; that will mean eight members appointed by the Crown, five or six representing the Universities (whether directly nominated by the Universities or not is not apparent), six nominated by the Headmasters' Conference and the five other teaching bodies scheduled in the Registration Bill, leaving only four or five for other "bodies interested in education"—to wit, the County Councils, the provincial colleges, the polytechnics, the organizing secretaries, &c. We give it up.

5. Registration. This, from the teacher's point of view, is the very key of the position, and it is here that we must bring pressure to bear, and through our members demand that the cheque shall be filled in before we sign it. As the clause stands, the first duty of the Consultative Committee will be "framing, with the approval of the Board of Education, regulations for the formation of a register of teachers." First, we must know definitely the constitution of the Committee, we must be assured that it will really represent teachers, not merely the Universities and those "interested in education," before we commit to it the regulation of our professional status. Secondly, we are not prepared to leave the administrative application of these rules to the Board, that is, to a Government

clerk, as Dr. Scott proposed in his Memorandum, on which we commented last month. The qualifications for registration cannot be determined once for all. For instance, when there is adequate provision for training, a systematic course of training will be made compulsory. Again, nice questions of professional etiquette and honour will constantly arise which can be properly dealt with only by a professional Council. Here the Medical Council is an exact parallel. On this point the recommendations of the Bryce Commission are explicit. "While holding, on the one hand, that such a register must, if it is to be useful, be placed under the care of some central body, we hold, also, that such a body ought to be *independent of the Executive Government*. The duty of purging the register, by striking off any person who had been improperly placed on it, or who had forfeited by misconduct his or her right to be on it, would, of course, also fall to the Educational Council." The alteration we desiderate might be simply effected by adding, as an amendment to Clause 4 (a), "and appointing a Registrar whose duty it shall be to make and keep a register of teachers, under the direction of the Consultative Committee." This would mean in practice the appointment of a sub-committee for registration, which would naturally consist wholly of teachers or ex-teachers. As to the Consultative Committee itself, we think it would be hard to improve on the Council of last year's Registration Bill, and we should like to see a schedule defining the constitution of the Committee on these lines.

The Bill is a skeleton, but in the dry bones there is promise of life. The Duke of Devonshire has asked the advice of teachers, and he has abundantly proved his zeal and willingness to satisfy their needs so far as these are conducive to the common wish and compatible with the exigencies of State. We believe that the amendments we have proposed satisfy both these conditions, and therefore have good hopes of seeing them adopted. The question of Local Authorities, unfortunately, does not come under the latter category. The Board of Education Bill will not come into force till April, 1900. This means that we must wait till 1901 for what the Duke himself describes as "the most important—indeed, the essential—part of any complete measure of secondary education."

RECENT LISTS OF TRAINING EXAMINATIONS AND THEIR LESSON.

THE list that was issued last month by the Oxford Delegates of candidates who have obtained the diploma in teaching, and that which appeared in January of those who passed the corresponding examination of the University of London, are documents on which a tale hangs or may be hung. For the former the examiners were Mr. Arthur Sidgwick; the Headmaster of Marlborough College; and Mr. Dale, Fellow of Merton and an examiner in the Education Office, whose name will be familiar to many of our readers as a contributor to Mr. Sadler's "Special Reports." In this case, at any rate, Mr. Page's allegation that the University examiners are not recognized authorities in teaching is not borne out. It may be useful again to point out exactly what the Oxford diploma implies. The same practitioners who vilipended the new school as a fad of a few educational theorists asserted that the instruction in teaching given at the Universities was limited to a few lectures on psychology and pædagogic, with an occasional "demonstration" by a master of method. As a fact, no student can receive the diploma till he has himself given a number of lessons of which the general scheme has been carefully prepared beforehand with the help and advice of the instructor. The students hear each other teach, they hear the instructor teach; they criticize and are criticized in turn. When this preliminary course has been gone through, they are further required to serve an apprenticeship (a hundred lessons is the minimum) in some recognized school. Both from the instructor at Oxford and from the headmaster in whose school they have served a testimonial of proficiency must be obtained before they are admitted to the examination on paper. Even here the practical side is emphasized. Of the four papers set only one is in "theory"; the other three being history and practice of education, and a special subject selected by the candidate himself, the last being analogous to the thesis for the Doctorate in a German University. At Cambridge separate

certificates are awarded for theory and practice; at Oxford there is a single diploma, and in the examination, no less than in the preparatory work, practice and theory go hand in hand. There is another striking difference between the two Universities. In the Cambridge lists the men are rare or wholly absent; in the Oxford lists they are in a distinct majority. The appearance of Mr. Lyttelton's name in an old Cambridge list excited the same sort of surprise as the detection of Achilles at the court of Lycomedes. In the last Oxford list the men predominate, and we find the names of more than one distinguished public-school master. We welcome the omen, and predict that the day is not far off when for a public-school mastership an Oxford *diplôme* will be preferred even to an Oxford "blue."

Of the London list, there is less to be said; but it points a still plainer moral. Only five names appear; but they are all women, and they all come from the Training Department of Bedford College. The London, like the Oxford, diploma is awarded for theory and practice combined, and only graduates of the University are admitted to the examination. How many were rejected we are not informed; but that several male candidates failed to pass we know from Dr. Wormell, at whose school the practical part of the examination was conducted; and, further, from what he said at the College of Preceptors, we may safely infer that these male candidates failed in the practical part of the examination, and that the failure was due to want of training.

So much for the lesson of the lists, but before we close the subject we would fain address one parting word to the brilliant champion of the great untrained, whom we have to thank in all sincerity, for ventilating the question of training in the *Times*. Mr. Page describes himself, with a most becoming modesty, as "a poor pedagogue, who struggles with his daily task and humbly grows old, still learning something new about its difficulties." He dazzles us with his references to Plato's "Gorgias" on "cooking," and delights us with the imaginary irony of Socrates asking to be taught. Perhaps, this was only meant for the readers of the *Times*, and should not be too narrowly scrutinized. But no one would have been more surprised than the Socrates of the "Gorgias" to hear himself quoted in defence of an *ἐμπειρία* as against a *τέχνη*. And how about the Socrates of the "Apology"? We can fancy an additional section beginning:—"22 E. *ἐντεῦθεν οὖν ἐπὶ τοὺς διδασκάλους ἦα . . .*" We think he would have found material in Mr. Page's letters for a pleasing paragraph. He might have described these teachers, on the authority of one of the most distinguished of them, as modest, patient, and able students of their art, who began to practise it with no knowledge of its difficulties, and continued to the end to deny that any such knowledge was attainable beforehand.

COLONIAL AND FOREIGN NOTES.

CANADA.

The educational system of the province of Quebec is divided into two distinct parts on religious lines: the one controlled by the Roman Catholics, who are greatly in the majority; the other by the Protestants. Each has its own schools managed by separate Committees of the Council of Public Instruction, the members of which are adherents of the respective religious denominations. Indeed, each has its own great University, that of the Protestants being McGill University, at Montreal; and that of the Roman Catholics, Laval, in the same city. McGill has been steadily increasing in influence, and as a college for the study of applied science has not a superior on the American Continent. This is owing to the munificence of Lord Strathcona and Mount Royal, the Canadian High Commissioner in London, and Sir William McDonald, the great Montreal merchant, lately knighted by Her Majesty in recognition of his great gifts to this University for the promotion of scientific research. The gifts of these two men alone aggregate considerably over 3,000,000 dols. But, while McGill has been making such progress in scientific pursuits, the University of Laval has been paying no attention to this department of University work, but has been keeping to the old narrow classical curriculum, and educating her students exclusively for the professions. Though this has often been noticed by persons interested in educational advancement, it did not create much stir in ecclesiastical circles until the Quebec representative at the Paris Exposition wrote a trenchant letter to the public press contrasting the advance made in France with the lethargy of the French Roman Catholics in

Quebec; and investigation shows that in the great industrial pursuits the French Roman Catholics educated at Laval have had to stand aside for the scientifically trained graduates of Protestant McGill.

All who have passed through the colleges, seminaries, and Laval University, with their devotion to Latin and Greek, are imbued with the prejudices of another and a bygone age, and rush into the professions, while the class of men in demand in a new and rapidly developing country of natural resources, such as ours, is recruited from the courses in McGill, which treat of mining, electrical and mechanical engineering, railway construction, and agriculture. This has opened the eyes of the people of Quebec, and Laval will, perhaps, even at this late hour, enlarge her curriculum so as to give opportunities to some of her students of pursuing these occupations without leaving that University. Certainly the people have a right to demand this from a University supported by public funds.

The Minister of Education in Orleans has responded to the cry for an enlarged and enriched curriculum in elementary schools, by making such arrangements with the excellent Agricultural College of that province by which graduates, living in certain sections of the province, may be engaged by School Boards to give definite instruction in the principles of agriculture. This ought to be particularly acceptable in Ontario, which is such a rich farming and dairy country, with such a large export trade of dairy products to Great Britain. The result of this venture will be watched with interest, for the province of New Brunswick, having had its trade killed by the high protective tariff of the United States, is now looking to the development of a trade in food products with Great Britain as a means of regaining its position. It is interesting to notice that the Governments are looking to the schools and to education to help in this work, showing conclusively how much more the schools are entering into the lives of the people and fulfilling the true function which seems to have been buried for so long a time.

FRANCE.

Physical education is in the ascendant. Only a short time ago, M. Gréard, Vice-Rector of the Academy of Paris, publicly expressed warm approval of the work of the Physical Education Society, especially emphasizing the moral value of games and gymnastics, and now, at the request of the same society, he has consented to make an official inquiry into the condition of physical education in all the public schools of his district. The following list of questions is to be sent to the head of each establishment:—"Have you a games-club? What is its membership? If not, why not? When was it established? By whom? Which of the following games do you encourage: running, jumping, bicycling, football rugby [*sic*], football association, cricket, hockey, *gouret* [?], lawn-tennis, tennis, fencing, rowing, swimming? Have you any other games? Have you playing-fields, either at the school or elsewhere?" In this connexion it is interesting to recall a recent utterance of one who may almost be called the high priest of physical education in France, M. Demy. For more than twenty years M. Demy has been working to obtain official recognition and support for the *science* of physical education, not indeed without results, but—owing chiefly, he avers, to the hostility of the scientists themselves—with results that are still very meagre. The utterance in question was on the occasion of the international congress for physical education held in Antwerp last year. "The prejudices of the Universities," said M. Demy, "are still so great that, though the dissection of a zoophyte is looked upon as a piece of profound science, the investigation of the causes which promote health, beauty, skill, and morality in men is too unworthy a matter to occupy the attention of a member of the Institute. Not long ago, for instance, the Director of the Collège de France, with a smile on his lips, made me the following characteristic reply:—'My dear Sir, the Collège de France has nothing whatever to do with physical education; you belong to a laboratory that deals with the natural history of organized bodies; turn your attention to the flight of birds or the dissection of frogs; we ask nothing more.'" Will it ever be realized that "the proper study of mankind is man," and that all other studies are only significant in so far as they contribute to that supreme study?

M. Paul Leroy-Beaulieu not only owns extensive vineyards in France and an estate in Tunis, but is also a political economist with a European reputation. His opinion, therefore, on the present state of education in France is an opinion worth recording. "There can be no doubt," he says, "that public education is very defective throughout. In the primary schools the energies of the children are scattered over too wide a field; an attempt is made to put a sort of encyclopedic varnish on them, which is absurd. Training in common sense and observation is what they need; they must learn the importance of experiments, useful everywhere, whether in agriculture, industry, or commerce; they must be made familiar with the laws of hygiene and given a desire for cleanliness. . . . The secondary schools suffer from other defects: in the first place, the school course is too long for most of the pupils, and here, too, the instruction is too encyclopedic. Except such as are destined for the so-called liberal professions, boys should pass from school to practical life at sixteen. By that time they would have enough book-notions, if they had been well chosen, to make their way in life

and do their country service. A young man possessing a solid foundation of instruction in his own language, elementary science, history, and geography, with, perhaps, a slight knowledge of one or two modern languages—by no means always necessary—would, by the age of sixteen, have received a perfectly adequate theoretical preparation for engaging in nine-tenths of the occupations that fall to the lot of the comfortable middle classes. At that age practical apprenticeship would be much more useful for him than two more weary years of general instruction. . . . We should, in short, take less pains to provide him with a complete assortment of ready-made notions than to teach him how to make the best use of his brains in whatever circumstances he may happen to find himself. . . . It seems absurd to set down legions of youths, who are either without capacity or under the necessity of gaining an immediate livelihood, to drone through Latin authors, much more Greek; but, at the same time, there can be no doubt of the value to a nation like our own of using the classical languages and literature in the education of those who have intelligence or leisure. . . . If it is well to develop the practical aptitudes of our nation, it must not be forgotten that our principal superiority, both in the past and in the present, has existed, and exists, in the domain of general ideas, in matters of taste, and in the arts, and that we have only been able to attain to this superiority by the æsthetic development, if not of every mind in the nation, at least of a certain number of the best minds. Now, the educational value, from an æsthetic point of view, of Virgil, Lucretius, Horace even, Livy, Sallust, and Tacitus, to say nothing of the Greeks, who are too little known among us, is incontestably greater, especially for us Frenchmen, than that of Shakespeare or Goethe, Carlyle or Ranke." We welcome this protest as another blow at the fetish of universal latinity.

GERMANY.

During the last few weeks Parliamentary debates on various matters connected with the schools have been frequent in Germany. The Reichstag occupied itself with the question of the employment of children in trade and industry, for in the investigation which the Imperial Chancellor set on foot last year all reference to children employed in agriculture and domestic service was especially excluded. Accordingly, the Conservatives felt little interest in the matter, but supported the proposition of the Centre for the abolition of the last school year. The Social Democrats quoted with effect the reports of the factory inspectors, one of whom said that he had had to compulsorily remove children between the ages of nine and thirteen from twenty-two brickyards, and hardly had he done so than he found on his next visit the children replaced by others; in fact, the children removed from one yard were immediately taken to another which had been lately inspected, and fines that ranged from 3 to 25 m. were powerless to check this practice. That things in the brickyards were not all they should be was admitted by the Imperial Minister of the Interior; but the legal remedy was already provided by the *Gewerbeordnung* of 1891. It would depend on the results of the inquiry just completed whether any fresh legislation would be introduced. It would hardly be wise to prohibit child labour altogether, for a useful educational instrument would then be lost; but it might be necessary to go beyond the legislation of 1891, which halted at the threshold of the home, for it was often within the family that child labour was so ruthlessly exploited.

The "Agrarians" had their field-day in the Prussian Landtag. In a debate extending over three days they explained to their countrymen their grievous plight, due to the scarcity of agricultural labourers. The cause was assumed to be the continual drift of the country population to the towns. But figures taken from the census are adduced to prove that this rural population was greater in 1895 than in 1890. But too great weight must not be attached to these figures without a definition of the word "rural," which may include many of the smaller towns, where the immigrants from the country may be lost to rural employments. In the Abgeordnetenhaus the "flight to the town" was generally admitted and the blame thrown on the school. Foremost in the attack was the Prussian Minister of Agriculture, who, filled with pious memories of the old days when he was a country squire and the clergy were good judges of cattle, gave expression to his personal regret that the teachers no longer condescended to live under the same roof with their horses and their cows, while they bred contempt for the joys of a pastoral existence in the minds of the children committed to their charge. Dr. Kügler, of the Kultusministerium, in the absence of Dr. Bosse through indisposition, defended with no little warmth the administrative activity of his Department and the cause of the teachers. The debate has aroused a deep feeling of irritation, and it is feared that his outspokenness may cost Dr. Kügler his position in the Ministerium; and in the meantime the question of the reduction of the period of school attendance has been referred to a Parliamentary Committee.

The presentation of the Prussian Educational Estimates afforded the Freisinnigen an opportunity for denouncing the prosecution of Prof. Delbrück and the denominational tendencies of the Government; which, they say, even exceed the measure proposed by the reactionary Zedlitz Bill of 1892. The immediate cause of this attack was the action of the Berlin School Committee. Last year the Minister issued a minute

stating that Jewish teachers could only be class teachers of classes containing Jewish children; and, under this clause, three teachers, instead of being transferred to such classes, had been deprived of their position. A similar difficulty has arisen with regard to private schools for girls in the west of Berlin. The proprietors of certain schools have found themselves obliged to refuse to admit any Jewish element to their classes; accordingly, one section of the Town Council are clamouring for the withdrawal of the licence of such schools, or for the immediate erection of municipal unsectarian higher schools for girls. Such a step would hardly meet the approval of the zealous advocate of denominationalism, Dr. Stöcker (together with Prof. Zedlitz the founder of the new "Christian Gymnasien"), who was the chief speaker at a public meeting at Berlin where a resolution was passed demanding that no Jewish teachers be appointed, except for the purpose of giving Jewish religious instruction, or that purely Jewish schools should be instituted. This would only be a further development of the process that has been going on for some time. In Berlin and its neighbourhood there has been a continual increase in the number of purely Catholic schools, necessitating, in some cases, the creation of separate "inspection districts." The adoption of the converse policy—i.e., the substitution of expert for clerical inspection in parts of Posen—exposed the Government to the dangers of a general strike on the part of the "local inspectors," who are almost invariably the local clergymen. The authorities of the Evangelical Church, however, were able to restrain the ardour of their subordinates, and the danger was averted. The Government, it is said, has also made a graceful concession in not insisting that the local inspector shall regard the "district inspector," who is often an ex-teacher, as his immediate superior. The effect of this would be to leave the effective supervision in the hands of the local inspector, and to render the appointment of expert district inspectors of little avail.

In his answer to the charge of infringing the *Lehrfreiheit* of University teachers through the prosecution of Prof. Delbrück for his article in the *Preussische Jahrbücher* Dr. Bosse denied that the action of the Government could bear that interpretation. Criticism had no terrors for the Government—at times it was useful and patriotic. "But this article contained a total condemnation of the Government's measures, and expressed in a form which the Government could not possibly endure in a man to whom it had in confidence entrusted the office of teacher. If we had passed it over, foreign opinion would have said the Government had not the courage to take proceedings, and it would thereby lose all claim to respect. . . . If the Government sits with folded hands in the face of such intemperate expression of opinion, nay, of such insults, on the part of an official, how shall it find sufficient power and authority to proceed against a subordinate officer?" Brave words; but should the rumour of the suspension of the prosecution be confirmed, will not foreign opinion be inclined to charge Dr. Bosse either with impotence or with insincerity?

A few details as to the Prussian Estimates may be welcome to those who take an interest in international statistics. The total expenditure of the Kultusministerium is estimated at £7,596,826, but a considerable portion is devoted to other purposes than those of education; the Universities receive £700,000; the secondary schools £600,000; and elementary education absorbs £4,268,070; while technical education (so far as it is administered through the agency of the Kultusministerium) is credited with £148,689. Within the last ten years the State expenditure on secondary schools has increased over 100 p. c. and the greatest part of this increase has been devoted to the improvement of teachers' salaries, for the increase in the number of pupils in secondary schools during this period has been inconsiderable. Out of a total expenditure on these schools of £2,068,328, no less than £1,646,443 was devoted to the payment of teachers' salaries. Provision is made in these Estimates for two innovations. During the past year the headmasters have complained greatly of overwork, which might be obviated by the appointment of a school clerk. The experiment is, accordingly, to be tried in twelve schools. The other novelty is the creation of a central bureau for the inspection of school books and appliances.

ITALY.

An article in the February number of the French *Revue Pédagogique*, which purports to deal with the progress of primary education in Italy during last year, is in reality little more than a revelation of long-standing abuses. The writer's text is the radical project of reform put forward by the new Minister of Education, Signor Bacelli, but all his commentary goes to show that the remedies proposed will have little or no effect upon the real disease. The Minister holds, it is said, that the best service that can be rendered to the people is not to open a whole series of graduated schools in which, at the price of long years of study, they will obtain the illusion of a completed education, but to introduce them as soon as possible to the hard work by which they are to live, and provide them at the same time with opportunities for completing, in their leisure moments, the instruction they have received in the school. He does not propose to raise the school age (lower—ten—than in any other country), to increase the school hours (four in the morning and four in the afternoon), or to change the character of the

leaving examination (so easy that the majority of the children pass it at nine), or to strengthen the attendance laws (notoriously ineffective;) but, on the one hand, to add to the curriculum of every primary school manual training, and an elementary technical instruction adapted to local needs; and, on the other, to develop the system of adult schools, making them centres in the winter of civic and moral education, and in the summer of gymnastic and military instruction. It is impossible not to feel, with the writer of the article, that, however precious manual and technical instruction may be in themselves, there is little room for them in a school course of four hours a day and long holidays that ends with the ninth year.

But the chief interest of the article lies, as we have said, in its revelations. The proposed reforms leave untouched three most flagrant evils; insanitary and ill-equipped school buildings, ill-paid—often unpaid—teachers, and ill-disciplined teachers. The magnitude of the first evil may be gathered from a report issued last year by the Director of Primary Instruction. Of a total of some 50,000 primary schools, about 19,000 are reported as being in satisfactory condition, about 19,000 in fair condition, and more than 11,000 in bad condition. And “bad condition” we are told, often means “hovels without air, light, or latrines, where often the children have to kneel and write their exercises on the ground—a state of things which does not preclude a high rent when the place belongs to an influential member of the Municipal Council.” It is, indeed, the local authorities—though the State has not always kept its promises—that are chiefly to blame in this matter, no less than in the matter of the payment of teachers. Living is proverbially cheap in Italy; but, if the University professor is pinched with a maximum of £280 a year, and the secondary teacher with a maximum of £120, what is to become of the primary teacher with a minimum of eighteenpence a day? It is not we, but the Director of Primary Instruction, that asks the question. And surely it is the part of the Minister of Education to find a reply, even though the appointment and payment of primary teachers rests with the local authorities. But this is not the worst. Many a local authority has openly declared that it would be glad to be rid of the schools to be rid of the expense, while many another has thrown the blame of the heavy taxation, under which the whole of Italy groans, upon the big salaries (*lauti stipendii*) of the teachers! Some authorities, again, do not pay punctually. In September last the Minister himself reported to his colleagues the case of an authority that was seven years in arrears. It is scarcely credible that such scandals can have been allowed to exist, but the explanation is simple. The authorities possess the power of dismissal, and are crafty. The teachers are afraid and hold their tongues. Sometimes they may succeed in obtaining small payments on account; at other times they will discount their claims, often through the friend or relation of some municipal functionary. Even when they venture to appeal to the inspector they stipulate that their names shall not be made known. It is true that the law decrees that after six years' service in a locality a teacher shall no longer be subject to dismissal. But the authorities are crafty, and often dismiss a man just before his six years are up, and then shortly afterwards offer him a new engagement. “As for the women teachers [we quote the *Revue*] the educational press points clearly enough to the price they sometimes pay for bread. The municipality that informed some women candidates that they required a person of *bella presenza* and wished to be furnished with a *fotografia fedele*, was doubtless an exception, but such an exception tells its tale.”

There is abundant evidence, too, of the unsatisfactory quality of much of the teaching body. A normal-school master writes:—“Today students enter the normal school, which ought to be a temple in their eyes, as a place of punishment and expiation, to which they are condemned either by their failure at school or by their poverty; they spend their three years in a state of discouragement, as though their souls, instead of ennobling themselves for the sake of ennobling others, were preparing for further degradation; they leave, not equipped in body and mind for a noble struggle, but as men destined to bear a cross on a Calvary. There can be little wonder then that, on leaving the school, many of them sell their books—the books that should form their libraries in the remote mountain hamlets that await them, and be pleasant reminders of their student life; there can be little wonder if, when once placed, they take to drinking and gambling, and speak of themselves with oaths as apostles and martyrs; it is only a natural consequence of all this that at the club, or in the streets, they should be found sowing the seeds of revolution, instead of spreading the message of peace and love.” Can we wonder that the Minister, with such statements as this before him, should be meditating the suppression of the primary normal schools, and dreaming of fashioning his teachers in secondary establishments? Another report refers to a village where the school, though set up in an ancient palace, was a place of intolerable filth, and where one master kept a winery and could neither spell Italian nor speak it, where another was preaching sedition at every opportunity; and where a third was in the habit of coming to school in such a state of drunkenness that his scholars had to take him home again. The effect all this is having upon certain minds is well summed up in the following utterance of one of the leaders of modern Italian thought, Signor Enrico Panzacchi:—“There can be no doubt of the profound change that has come over the minds of the Conservative

classes with regard to the schools. Remember the optimism of twenty years ago, the fine pedagogic battle-hymns that rose in the teachers' congresses and municipal councils! For every new school there was to be a police station the less. . . . To-day it is not rare to find good citizens who would prefer the police station!” But the “good citizens” have only themselves to blame. They alone in Italy make the laws, and bad laws will make bad schoolmasters. The wonder, perhaps, is that there should be any good ones. But there are, and many of them, as the *Revue* is careful to point out.

ASSOCIATION OF HEADMISTRESSES.

BOARD OF EDUCATION BILL.

A GENERAL MEETING of the Association of Headmistresses was held on Saturday, March 11, at the Grey Coat School, Westminster; Miss Jones, Notting Hill High School, in the chair. The following resolutions were passed:—

1. That this Association will welcome the introduction into Parliament of a Bill dealing with primary, secondary, and technical education, and generally following the lines laid down in the Board of Education Bill of August 1, 1898.

2. That this Association approves the proposal contained in the Lord President's speech, in introducing the Board of Education Bill, for separate departments of the Education Office to deal with primary, secondary, and technical education.

3. That this Association, while noting that in the Queen's Speech no mention of a Registration Bill was made, trusts that the subject of Registration will find a place in the new Bill to be introduced; and, further, would respectfully suggest that the duty of drawing up the conditions of admittance to the Register of Teachers be assigned by the Board of Education to its Consultative Committee.

4. That, in the opinion of this Association, (a) the Secondary Education Department should appoint its own inspectors for the inspection of secondary schools; (b) inspection or examination by a University or any other body approved by the Board of Education should be accepted as an alternative to the inspection required under Scheme 2 (4) of the Board of Education Bill.

5. That, in the opinion of this Association, it is desirable (i.) that the Consultative Committee of the proposed Board of Education be established by law; (ii.) that its constitution and duties be assigned to it by Order in Council, an assurance being given that its members shall be representative of educational bodies, and shall hold office for a definite time.

6. That, in the opinion of this Association, it is essential that the Consultative Committee should contain representatives of the Universities and of secondary schools, and that some of the representatives shall be women.

7. That, while this Association welcomes the establishment of a Central Educational Authority, it trusts that the Government may see its way, at an early date, to the introduction of a Bill for the establishment of Local Secondary Education Authorities, as recommended by the Report of the Royal Commission.

CALENDAR FOR APRIL.

[Items for next month's Calendar are invited. Matter should reach the office, 3 Broadway, Ludgate Hill, London, E.C., by the 22nd inst.]

- 1.—London University. Last day for entry for D.Sc. Exam.
- 1.—Oxford Local Exam. Apply for entry form.
- 1.—Return forms for Leaving Certificates, Scotch Education Dept.
- 1.—London University. Last day for entry for M.B. Exam.
- 1.—Return forms for London University Exam., M.A., Branch III.
- 10.—Durham, First Exam. for degrees in Medicine and Surgery begins.
- 10.—Oxford Exams. for Women. B. and D. Mus. Return forms.
- 11.—Pharmaceutical Society Preliminary Exam. begins.
- 11.—Oxford and Cambridge Preliminary Exam. for Holy Orders.
- 11.—London Chamber of Commerce. Commercial Certificates, Senior Exams., return forms.
- 12.—College of Preceptors Evening Meeting.
- 14.—Return forms for King's College, London, Entrance Exam.
- 15.—Return forms (No. 330a) for Whitworth Scholarship and Exhibition Exam. to Science and Art Dept., S. Kensington.
- 15.—College of Preceptors. Meeting of Council.
- 15.—Post Translations for *Journal of Education* Competition.
- 15.—Science and Art Dept. Last day for sending in forms for Local Scholarships.
- 17.—Durham. Exam. for degrees in Hygiene, &c., and Second Exam. Medicine and Surgery.
- 18.—University College, London. Third Term begins (Faculties of Arts, Laws, and Science). University College School Summer Term begins. 3 p.m. First of a Course of Lectures by Prof. Petrie, on “Recent Discoveries in Egypt.”

- 18.—Edinburgh Local Exams. Apply for forms.
- 19.—Durham. First Year Exams. in Arts.
- 20.—Durham. Entrance Exams., Arts.
- 20.—Return forms for Surveyors' Institute Special (Members) Exams.
- 20.—University College, London, 4 p.m. First of a continued Course of Lectures on "The Hebrew Text of Genesis," by Prof. Schechter. 6 p.m. First of a continued Course of Lectures on "The Hebrew Text of Ecclesiasticus," by Prof. Schechter.
- 22.—Post School News, items for this Calendar, &c., and all Advertisements for May issue of the *Journal of Education*.
- 24.—Durham University. Final Exams. for degrees in Medicine and Surgery begin.
- 24.—University College, London, 2 p.m. First of a Course of eight Lectures on "Homer's Odyssey," by Prof. Platt.
- 25 (first post).—Latest time for receiving urgent prepaid school and teachers' advertisements for the May issue of the *Journal of Education*.
- 26.—University College, London, 5.30 p.m. First of a Course of six Lectures (Newmarch) by Prof. Foxwell, on "The Measurement and History of Prices."
- 27.—University College, London, 5 p.m. First of a Course of six (Yates) Lectures on "The British Coinage in relation to History," by G. F. Hill, M.A.
- 29.—Return forms for Cambridge Higher Locals, also for Girton College Entrance Exams.

ARRANGEMENTS FOR MAY.

- May 2.—Parents' National Union Lecture. Mr. Earl Barnes on "The Study of Children," at 4.30 p.m., at 11 Kensington Palace Gardens.
- „ 4.—Mathematical Association. General Meeting at University College, Gower Street, at 8.0 p.m.

The May issue of the *Journal of Education* will be published on Saturday, April 29.

JOTTINGS.

THE HON. L. A. TOLLEMACHE sends us the following reminiscence of Sir George Bowen (who, by the way, began his career as a teacher):—"The announcement of Sir G. Bowen's death reminds me that, some years ago, I had the pleasure of meeting him at Glion. On that occasion a friend, who was staying in the same hotel, told me that he had just received from him a confirmation of a tragic story, a story which Sir George himself had direct from Bishop Selwyn. It appears that, when Selwyn was in New Zealand, a Maori chief assured him that he was convinced of the truth of Christianity, and had a strong wish to be baptized. Having heard, however, that the applicant was a polygamist, and being more scrupulous than Colenso is said to have been in such matters, the Bishop insisted that, before baptism could be administered, the supernumerary wives must be put away. The would-be proselyte went away heavy and displeased; but, returning after a few weeks to renew his application, he assured the Bishop that the difficulty had been quite got over. Selwyn accosted him with the utmost sympathy: 'It must have been a terrible trial both to you and to the wives you had to part with. Poor ladies! where are they?' 'Here,' replied the demi-semi-widower, complacently slapping his stomach, 'I've eaten them!' It is to be hoped that, before receiving baptism, the unsatisfactory catechumen was made to understand that *appellant* Christian ethics contain more than one prohibition, and that even monogamy may be bought too dear." The story reminds me of Galgacus's *solitudinem faciunt pacem*, and still more of the Spanish statesman, who, asked on his death-bed by his confessor whether he had forgiven all his enemies, replied that he had none. "Impossible!" exclaimed the confessor. "I have killed them all," was the unsaintly rejoinder.

HERE is a lovely specimen of English as she is writ. We print the letter exactly as it reached us:—"Dear Sir,—We beg to bring before your notice the fact that our house, desire to give the greatest diffusion to the subscriptions for newspapers, besides the publications of itself placards, to that of newspapers, to the articles upon the citizen newspapers, has established to open the 18 of the month of December a Exhibition of principal newspapers, Fashions, Illustrated, Humours, ecc. The Exhibition shall be make at ingress voluntary, and it shall have the latest of 15 days at least. Our intent is to put the public in condition of to choose the newspapers that better it agree. Convinced that you will find our project of your profit for the new subscriptions that we shall procure you, we beg you to be so good as to forward us, parr return, a collection possibly complete of your esteemed newspaper, published in the year 1898, and if that is not possible, we beg you to send us a few numbers. We take the liberty of informing you that we have committed the realization of our project in your concurrence and, if

you will, we shall retourn yu will have send us, and you will debtor with us of the expence of expedition. We recomand our project to your kind attention and awaiting, we remain your very truly."

DR. MARA L. PRATT, who has done so much to improve the methods of teaching history in American schools, and whose work is especially interesting to Englishmen on account of her earnest labours to present both sides of all those questions about which the two nations have been in conflict, by which she has removed a great blot on the American history books, will be in England during the next three months. Her work as an institute instructor, in connexion with the study of physiological psychology and physiological and mental child study, as well as history, has gained for her a national reputation in the United States, and English teachers may have an opportunity of hearing her on these and kindred matters. Her main object, however, in visiting England is to make acquaintance with English school methods, and to observe the trend of educational public opinion in connexion with her own special subjects.

THE Psychological Laboratory at University College, London, as we gather from the report of the Committee, has made a fair start. Dr. Rivers, of Cambridge, started with five pupils in January, 1898. Obligated to resign on account of health, he was succeeded by Mr. E. T. Dixon, who conducted a class of seven during the last October term. Mr. Dixon has hitherto given his services gratuitously. The Committee now appeal for further funds to enable them to appoint a permanent superintendent. Donations will be received by the acting Secretary of the College, Dr. T. Gregory Foster.

ONE of the City Companies has granted a scholarship of £40 a year for three years to a student of the Ladies' Department of King's College, but attached to it was the condition that their scholar must present annually a certificate of good conduct attested by the University of London.

A HEADMASTER of a public school (one of the nine) received lately the following letter from the mother of a new boy:—"Dear Sir,—My son, in spite of his good looks, is really very delicate, and he gets very hot at games. I shall be obliged to you to see that after football he cools slowly."

COLLEGE OF PRECEPTORS' COMMON ROOM. A DIALOGUE.—"What's been the row at Waterham?"—"I don't know exactly—a triangular duel which turned into a free fight or sort of Donnybrook Fair." "Please explain."—"Well, you see, for some time past the situation had been strained, but things came to a climax when two of the housemasters put the headmaster's house out of bounds. Then the governors thought it time to intervene." "And, of course, the housemasters got the sack?"—"Tout au contraire." "Well, you astound me."

MISS MARGARET PUNNETT, who has been appointed by the Council of the Cambridge Training College to succeed Miss Hughes as Principal, was a former student of the College. She graduated as B.A. at the University of London, and holds the Cambridge Teachers' Certificate (Theoretical and Practical) with distinction, and the London Teachers' Diploma with special distinction.

MISS MAYHEW has been appointed headmistress of the G.P.D.S.C. High School at Brighton. She is a daughter of the Rev. A. L. Mayhew, the well-known philologist.

"IN ea cena cocus meus preter ius fervens nihil non poterit imitari." (Cic., "Ad Fam." ix. 20.) Idem Anglicé: "In that feast my cook was inimitable, burning nothing except the gravy."

THERE are who think the nation does not spend enough on education. And we are among the number. But it is encouraging to note how rapidly the expenditure is increasing. It was stated before the Court of Common Council the other day that the contribution of the City of London to the School Board had risen from £5,000 (on the establishment of the Board) to £250,000, the sum paid last year.

THE elementary teachers of the Leeds School Board have named their new club the "Kekewich," out of compliment to Sir George.

THE medals worn by the "locked-out" children of the St. James's School, Northampton, bearing the motto "We want a School Board," have been rightly condemned by the Department as "provocative and intended to provoke." The action of the managers has been upheld. Nonconformists who want a School Board must agitate on legitimate lines, and not drag the children into the dispute and interfere with the discipline of the school.

THE London School Board has not been slow to act upon Sir John Gorst's hint, in reply to a deputation urging the insufficiency of training college accommodation. Sir John said the Boards had better turn their attention to what could be done under existing law rather than wait for possible alterations. So the London Board, in anticipation of this, has already brought Mr. W. T. Goode from Manchester to look after ex-pupil teachers. This step will probably develop into a School Board Training College.

THE number of *Education* for March shows clear signs of a change of editor, though no statement on the subject is made. We note in the first editorial that "every effort will be exerted to promote, &c., &c.," and we are inclined to ask for information as to the precise way in which one may exert an effort. We note also that in the second number Mr. Macan is again reconciled to the paper.

MR. MACAN's official telegraphic address is "Furioso."

THE Principalship of Cheltenham College will be vacant in August next. The *Times* "is requested to state" that Mr. Laffan has laid his resignation before the Council of the College. It is barely four years since Mr. Laffan left Stratford-on-Avon for Cheltenham. He is in the prime of life, and his resignation comes as a surprise.

MR. THOMAS BARLOW, M.D., F.R.C.P., has been appointed to fill the vacancy on the London University Commission.

WE record with regret the death of Mr. J. F. P. Massé, resulting from a street accident. Mr. Massé will be remembered in connexion with a suit he brought against the Headmaster of Merchant Taylors' School some twenty years ago, and conducted himself to a successful issue.

AN anonymous donor has, through Mr. Chamberlain, offered £25,000 to the funds of the proposed University for Birmingham on condition that the whole sum required is subscribed within one year from now. Up to the present moment promises of help come from 640 subscribers; and the amount raised is £135,000. About £70,000 is still needed.

LONDON COLLEGE OF MUSIC.—The April examinations in practical music commence at the various local centres on the 4th inst., the theoretical examinations taking place at all centres on the 12th. The Spring term in the educational branch of the College closed with a performance by the operatic class on the 25th ult., and an orchestral performance on the 28th ult. The new term begins on April 24.

MR. MONTAGUE RENDALL has been appointed second master of Winchester, in succession to Mr. Richardson, whose retirement we chronicled last month.

SIR GEORGE KEKEWICH, at Leeds, publicly, but in a humorous way, rebuked the inspector who reported that the junior infants were weak in mental arithmetic. The Department, said Sir George, would deprecate any test or examination of infants.

PAYMENT by results has received another blow in the revised Code for Scotch Schools. "Lump sum" grants are to take the place of shillings and sixpences per subject. Probably similar changes will gradually be introduced into the English Code.

A NEW Branch of the Assistant-Masters' Association, with upwards of fifty members, has been established in the East Riding of Yorkshire.

MR. AUGUSTUS KAHN, who is master of the commercial department at the Central Foundation Schools, and who gave valuable evidence before the sub-committee of the Technical Education Board on the subject of commercial education, has been awarded by the Board a scholarship to enable him to spend the next nine months studying the methods of the chief Continental schools of commerce. The Board is to be congratulated upon (practically) securing Mr. Kahn's services in connexion with the commercial school which seems bound to be established before long.

MR. STANLEY's action in connexion with the Christ Church Schools has overshot the mark. Whatever objection there may be to a school charging fees, since the introduction of free education, parents in London cannot complain, as a free school is to be found close by. Nothing could justify the School Board in circularizing the parents on the subject; and that body is now convinced by the answers to its circulars that the parents are satisfied with things as they are. "Invidious" was the word Sir John Gorst used to characterize the action of the Board.

UNIVERSITIES AND SCHOOLS.

BEDFORD COLLEGE, LONDON.

The Senate of the University of London have recognized, for the purposes of the Intermediate Examination in Medicine, the B.Sc. course in Physiology, and the name of the College now appears in the list of institutions from which the University accepts certificates. This recognition has already been granted to the B.Sc. course in Chemistry. The College is now recognized by the Society of Apothecaries as a "school" where students can prepare for Medical preliminaries. A student entering for Preliminary Scientific classes can therefore now register under the General Medical Council, direct from the College.

Mr. A. Bernard Cook, M.A., Fellow of Trinity College, Cambridge, will continue his course of lectures on the History of Ancient Literature, dealing with Roman Literature, during the Easter term. A special course of lectures upon Human Osteology will be given by Dr. Marett Tims. Provision is being made for a course of instruction in Crystallography. As usual, a course of lectures and practical work on Bacteriology will be held during the summer time.

The Entrance Scholarship Examination will be held on June 27 and 28. The scholarships offered are the Reid (in Arts) £31. 10s., and the Arnott (in Science) £48. Candidates must be under nineteen years of age. Successful candidates will be required to take a full three years' course in Arts or Science, and to enter the College in Michaelmas term, 1899. Entrance forms must be returned not later than June 15. The Easter term begins April 20, and ends June 28.

The College has to record, with regret, the loss of its Visitor, by the death of Lord Herschell.

The Jubilee of the College will be celebrated June 22, 23, and 24. A public meeting will be held in the theatre of the University of London, Burlington Gardens, on the afternoon of the 23rd, when the Duke of Devonshire, the Bishop of London, and others, have already promised to be present. The College was founded in 1849, to provide a liberal education for women. It removed, in 1874, from Bedford Square, to York Place, Baker Street, and has added considerably to its premises since then by the erection of the Shabling, 1888, and the purchase of a third house in York Place in 1896.

OXFORD.

The chief event of educational interest in the last three weeks of term has been the promulgation of the Teachers' Training Statute, or, as it is more officially termed, the "Statute respecting Diplomas in Education." It will be remembered that in 1896 this statute was passed for three years only, avowedly as an experiment. The whole procedure established by the statute was novel. There was to be a University examination; but before a diploma could be obtained the candidate had also to satisfy the Delegates of Local Examinations of his practical efficiency as a teacher. The Delegacy was charged with the duty of making regulations for carrying out the statute. The success of the experiment has been sufficiently decisive to justify the University in renewing the statute for a longer term. There have been about seventy who have entered for the course of training, and thirty-two entries for the University examination. It is clear, both from the increasing number of applications and the letters received by the "lecturers and tutors in education," that the opportunity is welcomed by those who are, or are about to be, engaged in teaching. The main part of the credit must be given to Mr. Keatinge and Miss Cooper, whom the Delegacy appointed to give instruction to the men and women students respectively. Much of this instruction is, of course, given in common to all the students; but it was felt that it was indispensable, in organizing a course to which women were admitted, to have a lady acquainted with the requirements of girls' schools to assist Mr. Keatinge. The new statute is slightly different in form from the old; but the only substantial changes are two. First, the regulations for admission to the University examinations are to be submitted for approval to Convocation; secondly, the examiners are to have power to award distinction (as in the Joint Board certificate examinations, and many of those conducted by the Local Delegates) to those students whose work seems to them of sufficient merit. The statute was introduced by the Rector of Exeter, on March 14. He briefly recounted the history of the experiment, and the satisfactory success so far achieved; and added a word of explanation as to the differences between the present statute and the former one which was just expiring. There was no opposition, and the preamble was accordingly passed, the later stages being deferred till the Summer term.

In the *Gazette* of March 14, notice is given of another statute dealing with a matter which has long been felt to require attention. The present system of appointment to University livings leaves the vacancies to be

filled by a vote in Convocation. This has inevitably led to a competition between candidates, an elaborate system of canvassing, and election by a body of whom only an insignificant fraction can really be acquainted with the merits of those who seek their suffrages. It is difficult to imagine a worse system of appointment to a "cure of souls." The new statute proposes to transfer the nomination to a Delegacy consisting of the Vice-Chancellor and Proctors, the Regius and Margaret Professors of Divinity, and six members of Convocation, to be elected by that body. This Delegacy is to nominate one or more candidates. If only one is nominated, Convocation will have the power to approve or reject; if more, the election will be made by Convocation between the nominees. It is much to be hoped that the statute may pass; for, although Convocation will still retain formally the power of rejection of any candidate, still, as the sifting of the candidates' claims will be made by a competent body, many of the worst evils of the present system will be removed.

Several new appointments of interest are announced. The Linacre Professorship of Comparative Anatomy, vacant by the promotion of Prof. Ray Lankester, has been filled by the election of Prof. Weldon, F.R.S., late of St. John's College, Cambridge, and holder of the Zoology Chair at University College, London. Prof. Weldon has won a very high reputation as a successful and inspiring teacher. To the newly founded Witle Readership in Mental Philosophy Mr. G. F. Stout has been elected, and has announced for next term a course of lectures on "An Outline of Psychology." The Romanes Lecturer for next term will be Prof. Jebb, Litt.D., M.P., who will thus add one more highly distinguished name to a very remarkable list, containing, as it does, the names of Mr. Gladstone, Prof. Huxley, Mr. Holman Hunt, Prof. Geikie, Prof. Weissmann, and Mr. John Morley.

SOMERVILLE COLLEGE.—The following scholarships will be offered for competition on April 18:—The Clothworkers' Scholarship, £50; the Pfeiffer Scholarship, £50; the Winkworth Scholarship, £25, together with one or more exhibitions of not less than £25, all tenable at the College for three years. Full information will be given by the Principal, to whom application should be made before March 10.

CAMBRIDGE.

The chief academic event of the term has been the decisive rejection of the Classical Board's scheme for the remodelling of the Tripos. The scheme was attacked and defended from many sides, and volleys of "flysheets" were daily discharged from the University Press by the opponents and the champions of the measure. In the end, however, the conflict centred round three points—the proposal to enact that Part I. should be taken by all candidates at the end of their second year; that this part should not by itself qualify for the B.A. degree; and that a "general section," including History, Philosophy, &c., should be added to Part II. On all three points the Senate by large majorities voted *non-placet*, and the question must now be dealt with on entirely new lines. It is pretty clear that improvements in Part I., making it more literary and also more comprehensive, would not be welcome to the Senate. If these were well devised, the objection to allowing three years and granting the degree for this part would be met in a satisfactory way. A certain distrust of the specialists in archaeology, philosophy, and history manifested itself during the discussion. They were practically ranged against the tutors and lecturers in classical scholarship, on whom the work of actual instruction mainly falls.

The edict prohibiting bonfires in public places has been passed, with a proviso that the Vice-Chancellor may, if he sees fit, relax it on occasions of great public rejoicing, when, if not relaxed, it might be defied.

The scheme for the establishment of a department of Agriculture under the direction of a new Professor, rendered possible by the munificent offers of the Drapers' Company and others, passed the Senate without dissent. The new Professorship will be created next term, the stipend being £800 a year.

Lord Tennyson was admitted to the Litt.D. degree on the eve of his departure for South Australia. The Public Orator took occasion to deliver an eloquent tribute to the late Poet Laureate, who gloried in the *imperii perfecta majestas* of Britain, and would have rejoiced to see his son aiding in the federation of the Empire.

The election of Dr. Moule to the Norrisian Professorship of Divinity by the heads of colleges is a welcome sign that the Cambridge theological faculty is not to be monopolized by one party in the Church of England. The Principal of Ridley Hall has by his life no less than by his work given proof of his fitness as a divine; an unexplained mischance balked him of his chance of the Lady Margaret chair; and the Heads have now done their best to make amends. The Divinity Professoriate will thus be strengthened on the evangelical side by the addition of one who is at once a fine scholar and a winning teacher.

Prof. Lewis announces that he has secured for the Mineralogical Museum the very rich collection of Cornish minerals made by the late Joseph Carne. The cost—some £500—was met by contributions levied by the Professor on his friends within and without the University, including two of the City companies and the Cambridge University Scholastic Agency.

The agitation for the abolition or alteration of the "additional subjects" of the Previous Examination, required of Honours students, has come to an ineffectual end. The Syndicate appointed to consider the question, or rather a bare majority of it, reports that it is not prepared to recommend anything, and so expires.

The benefactions of the Chancellor, Lord Rothschild, and others have stimulated the necessitous departments to renewed effort. Syndicates have been formed to obtain plans and estimates, and presumably to obtain funds also, for a Law School, a Medical School, and a Botanical Laboratory, and before long we shall probably have similar steps taken to secure a Museum of Archaeology. There is no doubt that all these buildings are necessary. The bitter cry of the unhoused and overcrowded is constantly in our ears. It has been decided that graduates of other Universities who come to Cambridge for advanced study and research shall not be eligible for undergraduate prizes and scholarships. Such advanced students are admitted on a footing analogous to that of Bachelors of Arts, and are usually much older than ordinary students. No limitation is placed on their candidature for rewards open to graduates: though in the case of the Smith's Prizes they must not exceed a certain standing from matriculation.

The Rev. E. Nolan, tutor of the St. Edmund House for Roman Catholic students, has been approved for the B.A. degree in virtue of his distinguished work on an unedited MS. relating to English Martyrology in the University Library. He is the third priest who has thus graduated within the past twelve months.

An energetic debate has arisen on a proposal to contribute £340 from the University Chest to the building fund of the Cambridge voluntary schools. The colleges have all consented to contribute *pro rata* in the hope of staving off the necessity for a School Board. Many members of the University, however, are clearly of opinion that a School Board is not the worst of evils; and the constantly recurring calls made upon the residents on behalf of the existing elementary schools, inadequate at the best, seem to justify their view. A school rate would at least fall equally on town and University.

The forty-first annual report of the Local Examinations Syndicate shows that last December close on 16,000 candidates were examined. Of these, over 5,200 took the "Preliminary," about 8,500 the "Junior," and over 2,200 the "Senior," examinations.

A report of the Special Board for Medieval and Modern Languages proposes the establishment of a new examination in spoken French and German, to include dictation, reading aloud, and conversation. This would take the place of the corresponding dictation test in the Modern Languages Tripos, and be open also to candidates for the ordinary degree in French or German. It is suggested that the subjects of conversation should be taken mainly from one or more set books to be prescribed from time to time.

The same Board have arranged for a students' library of modern languages in St. John's College, where books of reference, &c., may be consulted in connexion with the lectures of the teaching in English, French and German. The room is convenient, and the collection of books is already considerable.

The following appointments and elections have been made:—Professor A. J. Mason to be Hulsean Lecturer; Dr. Moule to be Norrisian Professor of Divinity; G. W. Walker, of Trinity, to be Isaac Newton Student in Astronomy; T. G. Johnson, of Jesus, and R. K. Gaye and E. Harrison, of Trinity, to be Browne Medallists; Dr. Kirkpatrick to be a member of the Council of the Senate; Dr. A. Hill, Mr. A. H. Cooke, and Mr. J. Adam, to be representative members of Girton College; F. A. C. Morrison, of Jesus, to be Member's Prizeman (English Essay); Mr. James Stuart, M.P., to be a governor of King Edward VI. School, Norwich; A. C. Pigou, of King's, to be Chancellor's English Medallist; J. E. C. Jukes, of Pembroke, to be Porson Prizeman; the Hon. Alfred Lyttelton to be Deputy High Steward; R. Morris, Trinity, and E. A. Edghill, King's, to be Bell Scholars; W. S. Ostle and W. H. Smith, Jesus, to be Abbott Scholars; A. P. Thompson, Pembroke, to be Barnes Scholar; Rev. J. Hudson, Peterhouse, to be Vicar of Ilketshall, and Mr. J. Bancroft, double first class in Natural Science, to be a Fellow of King's College.

CAMBRIDGE TRAINING COLLEGE FOR WOMEN.—Miss Margaret Punnett has been appointed by the Council of the Cambridge Training College to succeed Miss E. P. Hughes as Principal of the College. Miss Punnett is a B.A. of London and a former student of the Training College, and holds the certificate of the Cambridge Teachers' Training Syndicate with distinction in both the theoretical and practical parts of the examination, and has also obtained the London Teachers' Diploma with "special distinction."

WALES.

At the recent meeting of the Executive Committee of the Central Welsh Board, the question of the training of pupil-teachers was discussed, and the Chairman and Vice-Chairman were authorized to represent personally to the heads of the Education Department the views

of the Committee as to the recognition of the Board's certificates in lieu of pupil-teachers' examinations under Articles 40 and 51, and also as to the establishment of new pupil-teachers' centres in Wales where county schools already exist.

At the meeting of the whole Board, to be held at Welshpool on April 28, the following subjects will come up for consideration—the Secondary Education Bill and the attitude of the Central Board towards the establishment of pupil-teachers' centres in Wales. These are topics which are much discussed in Welsh educational circles. At present, 1,500 out of the 2,500 pupil-teachers in Wales (including Monmouthshire) are taught in pupil-teachers' schools.

Progress has been made in the movement for the establishment of a Law Department at the University College, Aberystwyth. Lord Justice Vaughan Williams presided at a representative meeting in London, and delivered an address on the advantages of early and proper training in the principles of law. Principal Roberts mentioned that it was intended to raise £400 a year to provide for suitable instruction in law, and committees of the members of Bar of the North and South Wales circuits and of London Welshmen were elected to co-operate in the formation of a fund. A further meeting will be held in May.

A recent bequest to the Aberystwyth University College has led to some proceedings in the High Court of Justice. Under the terms of a recent will, a sum of £1,500 was bequeathed to the college, to be applied in founding a scholarship which was to be held by a student who was of Welsh nationality, and who was not a Unitarian or a Roman Catholic. The college authorities considered that the conditions prohibiting the scholarship being held by either a Unitarian or a Roman Catholic were contrary to the provisions of their charter. They accordingly passed a resolution not to accept the gift subject to the conditions. Mr. Justice North said that, in his opinion, the college could only accept the legacy as it stood. Eventually the college authorities asked for time to reconsider the matter.

In connexion with the proposed Welsh section in the department in relation to education at the Paris Exhibition of 1900, it has been resolved to hold a preliminary exhibition in Cardiff during the Eisteddfod of 1899. The exhibits will include among other things educational maps of Wales, statistics, pictorial representation of educational buildings, photographs of the Welsh Sunday School in operation, and of eisteddfodau and cymanfaeod, &c.; actual specimens of work done by pupils.

On March 2, a statue to the late Lord Aberdare, in the robes of Chancellor of the Welsh University, was unveiled at Cardiff by Lord Windsor, the Lord Lieutenant of Glamorgan.

The fifth annual collegiate meeting of the Guild of Graduates will be held in the University College of North Wales, Bangor, on April 4 and 5, when papers will be read on Celtic Study on the Continent and on Manual Instruction in Schools.

SCOTLAND.

Lord Balfour of Burleigh, whose term of office as Rector in Edinburgh University is drawing to a close, gave his address to the students recently. He took for his subject the influence of Universities upon national character. The address is good reading. It was not listened to with the respect which it and the occasion deserved. Scottish students have now their recognized and official representative councils, and have less excuse than their predecessors had for inarticulate and disorderly expressions of feelings; but, in spite of much improvement, the old evil tradition of barbarism occasionally asserts itself, and a few rowdy persons bring discredit on the great mass of well meaning and orderly students.

A joint examination for the M.A. degree would, probably, as has been urged in these columns before, have an injurious effect on the quality of professorial teaching; but it seems a pity that the late Commission did nothing to provide a common consultative or advisory board for the four Universities whose educational system they placed under identical ordinances. There are some curious diversities in the degrees of laxity with which certain ordinances have been interpreted. Thus it might have been supposed that courses of study which are considered equivalent for purposes of graduation ought to be of equal length; and that, since a summer session is only half the length of a winter session, a summer session course ought not to be taken as the equivalent of a winter session course. Yet it appears that St. Andrews and Aberdeen have been allowing a summer session course in Botany or Zoology to count as the equivalent of a winter session course in Mathematics, Physics, or Chemistry, whereas neither in Edinburgh nor in Glasgow can any full course for the M.A. degree be taken in a single summer session. The arrangement in the two former Universities seems hardly just to what are, undoubtedly, the more difficult sciences, as it permits a shortening of the course of study to the summer naturalist. Psychologically, of course, fifty days of crowded Botany may be more than the equivalent of a hundred days of diffused Physics; but, even if, owing to the wording of the ordinances, the equation is legal, the arrangement seems contrary to the obvious intention of the Commissioners, when they opened up the Scotch M.A. degree to the biological sciences; and, in any case, the difference of practice in the Universities produces

an unfortunate (even if mistaken) impression that the degrees are not of equal value.

A venerable figure has passed away from St. Andrews University. Dr. Mitchell, the Emeritus Professor of Church History, died at the age of 77. He first entered the University as a student in 1837. Visitors to the Academy of a few years ago may recollect the admirable portrait of him by Sir George Reid.

We learn with regret that Prof. Murray is compelled, by ill-health, to resign the Greek Chair in Glasgow, which he has held for the last ten years.

IRELAND.

The recent utterances of the Duke of Devonshire seem to render it certain that the Government will not at present attempt to deal with the Irish University question. It is possible that this attitude of the Ministers may be in some degree due to the reception given to Mr. Balfour's proposed scheme. It was at once met by the strong opposition of those in the North of Ireland who are opposed to sectarian education, and Dr. Hamilton, the President of Queen's College, Belfast, who has long advocated a settlement of Irish University education being undertaken and the amplification of his own college, having expressed his approval of some parts at least of Mr. Balfour's offer, including the creation of a Northern University, has been met by voluminous hostile criticisms in the Belfast newspapers and elsewhere.

On the other hand, the section whom Mr. Balfour desired especially to benefit—the educated Catholics and the Catholic bishops—have maintained a profound silence. Not a syllable of approval of his scheme or thanks for his courageous championship of their cause has fallen from the leaders in education, though the general demand for a Catholic University continues to be made by various public bodies and some individual public speakers.

The advocates of such a University could have hardly adopted any attitude more likely to defeat their object, for it cannot be construed except as either lukewarmness or unwillingness to accept Mr. Balfour's scheme, which probably gives as much as, he believes, has any chance of being given. A conference of the Catholic bishops has taken place, but it ended without any decision being arrived at. It is said that great difference of opinion exists among the bishops themselves on the question.

That things should thus remain as they are cannot be considered satisfactory, whatever may be the value of Mr. Balfour's peculiar scheme. It means that only a small minority of middle and upper class Irish Catholics are receiving anything like higher education and genuine culture, and the whole community suffers in consequence.

Professor Anderson has been appointed President of Galway College, in the room of Dr. Starkie, who lately accepted the post of Resident Commissioner of National Education. Mr. Anderson has for some years been Professor of Mathematics in Queen's College, Galway. He is an extremely able man, and the appointment is a popular one. It is an abandonment of the attempt to make the College more Catholic in tone, which Dr. Starkie's appointment seemed to imply, as Professor Anderson is a Presbyterian. It does not appear, however, that the presence of a Catholic President had any appreciable effect in attracting Catholic students to Galway during Dr. Starkie's time of office.

The Intermediate Education Commission have now definitely ended their sittings. No further oral evidence, it is believed, will be taken, and that already obtained is being printed. A good deal of diversity of opinion is known to exist among the members of the Commission, as to what reforms are desirable or feasible. Those in favour of large changes and those desiring to continue in the main the present system are pretty evenly balanced in point of numbers. It is expected that in their report, consequently, the Commission will only ask for enlarged powers as to the spending of the endowment, and that the practical reforms will be decided amongst themselves. If this be so, it will in reality mean that the one or two members of the Board who may finally go over to one side or the other will practically decide legislation that will vitally affect the whole secondary education of the country—an instance of the consequences of leaving that education under the control of a small unpaid Board.

It remains to be seen if Parliament be willing to grant large and vague powers of settling what system of endowment and direction Irish education shall have to such a Board. The impartiality and ability, however, with which they have so far conducted the present inquiry, and the greatly increased knowledge they must have derived from it of the wants and difficulties of Irish schools, give a presumption that the present members could—if they can agree—as well as, or perhaps better than, any other body, draw up a reformed scheme.

The number entering this year for examination is about 1,000 less than that of 1898. This is chiefly due to the new rule raising the minimum age at which candidates can take the Preparatory Grade by one year.

The building fund of Alexandra College, by the last list of subscriptions, has reached over £3,000. Money is generously given in Ireland to good objects, and it is hoped the full sum needed, £7,000, will be made up.

It is expected that special classes for science teachers will be held

this summer in the Royal College of Science, Stephen's Green, Dublin, during the month of July. The Department has sanctioned an expenditure that will cover all fees, if it does not do even more. It is proposed that lectures and practical work will be given each day, beginning from about the 5th of July. It is to be hoped that many teachers from all parts of the country will take advantage of valuable free instruction in subjects in which there is certain to be a large demand for teachers in the near future.

SCHOOLS.

BATTERSEA POLYTECHNIC.—The Countess of Warwick has promised to present the medals to the successful students of the women's gymnasium, at the annual display which will be held in the new hall on Saturday, April 29.

BEDFORD HIGH SCHOOL FOR GIRLS.—Miss Susan Collie, second mistress of the school, has been appointed Headmistress in succession to the late Miss Belcher.

BETHESDA COUNTY SCHOOL.—Miss Gray, B.A., of the Yorkshire College, Leeds, and Cambridge Training College, has been appointed teacher of modern languages at this school.

DUBLIN, CATHEDRAL GRAMMAR SCHOOL.—The new Warden is the Rev. D. F. R. Wilson, B.A., late curate of St. Anne's, Belfast.

DULWICH HIGH SCHOOL.—This school, which is now about to celebrate its "coming of age," has also just passed its anniversary of mourning, the notices of the former being sent out in the same month in which, four years ago, the school lost its first Headmistress, Miss Alger, who died March 17, 1894. Miss Alger opened three of the most successful of the schools of the Girls' Public Day School Company—Sheffield, Clapham, and Dulwich—and remained Headmistress of the Dulwich school for sixteen years. Her excellence in organization, her care for the individuality of each girl, and her affectionate interest in the welfare and happiness of her teachers were the special characteristics which will this month be remembered by many whose congratulations to their school, the "old school" of the majority, will be saddened by the sense of personal loss.

DURHAM HIGH SCHOOL FOR GIRLS.—London Matriculation, January, 1900: Class I.: K. Clegg. Cambridge Locals, December, 1898: Seniors—Passed: C. Goose, J. Callinan, L. Weatherall, E. Burkitt. Juniors—Honours, Class II.: G. Robson; Passed: A. Dixon, E. Belshaw.

HIGHBURY AND ISLINGTON HIGH SCHOOL.—On Saturday, March 18, Viscountess Morpeth distributed the prizes and certificates in the School Assembly Rooms. The Rev. Prebendary Barlow, D.D., Vicar of Islington, occupied the chair, in the absence of the Bishop of Islington; A. McDowall, Esq., Secretary of the Company, was also present. A selection of part songs and school songs, under the direction of Mr. John Farmer, was admirably rendered by the pupils. The Company's Scholar for 1898 is Beatrice Hopkins, the retiring scholar and head girl is Violet Clapham, and the Clothworkers' Exhibitioner is Elsie Beddall. Four girls obtained the Higher Certificate of the Joint Board, two with distinction in History and Biology, and seven others passed the first part entitling them to letters. Four girls passed in the First Division of the London Matriculation. Grace Stubbs gained a bursary at the Royal Holloway College, of the annual value of £30, tenable for three years; and Beatrice Hopkins was awarded the Second Somerville Prize for Botany, on the results of the examination of the Joint Board. After the prize-giving, a reception of parents and friends was held, this function forming one of several events which have been taking place during the past month to celebrate the coming of age of the school, which opened in March, 1878. The first of these events was a very large reunion of former pupils, who assembled on Saturday evening, March 4, in response to upwards of a thousand invitations sent out by the president and members of the Old Girls' Association. Dramatic and other performances have also been given, both by the Literary Society, O.G.A., and by present pupils, the most novel of these being a representation of the "Canterbury Pilgrims" in fourteenth-century costume, who recited the "Prologue" in Chaucer's own English.

IPSWICH HIGH SCHOOL.—Miss Kennett, second mistress of the Nottingham High School, has been appointed Headmistress at Ipswich.

KIRKBY LONSDALE GRAMMAR SCHOOL.—The Rev J. N. Williams, B.A., Headmaster, has been appointed vicar of Chapel-le-Dale, Ingletton.

LIVERPOOL COLLEGE.—The Upper School has suffered a great loss by the death of Mr. T. W. Purton, B.A., from pneumonia.

MARY DATCHELOR GIRLS' SCHOOL.—The Clothworkers' Company have agreed to establish a free studentship in connexion with the Datchelor Training College, to be awarded under the following regulations:—(1) That a free studentship be offered annually, to include training in the college and board at Datchelor House, for one year. (2) That such free studentship be open only to intending teachers who are either graduates of a British University (London by preference) or have passed a degree examination of the Universities of Oxford or Cambridge. (3) That the selection of the free student from amongst

those who become candidates be wholly with the Company, and that the pecuniary circumstances be taken into consideration in making the selection. The first award will be made for the September term.

OXFORD, ST. EDWARD'S SCHOOL.—The death is announced of the Rev. E. J. Vaughan, M.A., naval chaplain of the "St. Vincent" training ship, formerly mathematical master in this school.

PORTSMOUTH HIGH SCHOOL.—All the nine candidates entered for the Cambridge Local Examination in December last have passed. Four gained Honours, and there were three distinctions in Division 2.

READING COLLEGE.—A decree has been passed by Convocation providing for the admission of this college to the status of an affiliated college of the University of Oxford.

WALSALL, QUEEN MARY'S GRAMMAR SCHOOL.—The Rev. A. C. Irvine, M.A., who was for twenty-three years Headmaster of this school, died on March 10.

WARWICK, KING'S MIDDLE SCHOOL.—The Headmastership has been filled by the appointment of Mr. H. S. Pyne, B.A., B.Sc., senior science master at King William's College, Isle of Man.

WHALEY BRIDGE GRAMMAR SCHOOL.—The death is announced of the Rev. Robert Bourne, B.A., a former Headmaster of the school.

PRIZE COMPETITIONS.

The winner of the Extra Prize for January is E. F. Johns, Esq., Winton House, Winchester.

The winner of the Translation Prize for February is Henry J. J. Watson, Esq., The Manor House, Tonbridge.

The winner of the Extra Prize for February is Mrs. L. Löwenstein, 80 Francis Road, Edgbaston, Birmingham.

The Translation Prize for March is awarded to "Brand." *Proxime accesserunt*: "Dennis," "Pagnell," "Peashooter."

The Extra Prize for March is awarded to "Y. L."

Un toit de roseaux, des murs de roseaux desséchés et jaunes, c'est la cabane. Ainsi s'appelle notre rendez-vous de chasse. Type de la maison camarguaise, la cabane se compose d'une unique pièce, haute, vaste, sans fenêtre, et prenant jour par une porte vitrée qu'on ferme le soir avec des volets pleins. Tout le long des grands murs crépis, blanchis à la chaux, des râteliers attendent les fusils, les carniers, les bottes de marais. Au fond, cinq ou six berceaux sont rangés autour d'un vrai mât planté au sol et montant jusqu'au toit auquel il sert d'appui. La nuit, quand le mistral souffle et que la maison craque de partout, avec la mer lointaine et le vent qui la rapproche, porte son bruit, le continue en l'enfant, on se croirait couché dans la chambre d'un bateau.

Mais c'est l'après-midi surtout que la cabane est charmante. Par nos belles journées d'hiver méridional, j'aime rester tout seul près de la haute cheminée où fument quelques pieds de tamaris. Sous les coups du mistral ou de la tramontane, la porte saute, les roseaux crient, et toutes ces secousses sont un bien petit écho du grand ébranlement de la nature autour de moi. Le soleil d'hiver, fouetté par l'énorme courant, s'éparpille, joint ses rayons, les disperse. De grandes ombres courent sous un ciel bleu admirable. La lumière arrive par saccades, les bruits aussi; et les sonnailles des troupeaux entendues tout à coup, puis oubliées, perdues dans le vent, reviennent chanter sous la porte ébranlée avec le charme d'un refrain. L'heure exquise, c'est le crépuscule, un peu avant que les chasseurs n'arrivent. Alors le vent s'est calmé. Je sors un moment. En paix le grand soleil rouge descend, enflammé, sans chaleur. La nuit tombe, vous frôlez en passant de son aile noire tout humide. Là-bas, au ras du sol, la lumière d'un coup de feu passe avec l'éclat d'une étoile rouge avivée par l'ombre environnante. Dans ce qui reste de jour, la vie se hâte. Un long triangle de canards vole très bas, comme s'ils voulaient prendre terre; mais tout à coup la cabane, où le caleil est allumé, les éloigne: celui qui tient la tête de la colonne dresse le cou, remonte, et tous les autres derrière lui s'emportent plus haut avec des cris sauvages.

By "BRAND."

Walls of dry yellow reeds, a reed-thatched roof—such is the *cabane*, as our shooting box is called. Like every typical Camargue house, our *cabane* contains only one room—a vast, lofty, windowless one that the daylight reaches through a glass door which at night-time is closed with solid shutters. Along the whole whitewashed length of the rough-cast walls are racks intended for guns, gamebags, and wading boots. At the back of the room, five or six wicker bunks are ranged round a veritable mast firmly fixed in the ground and towering up to the roof, which it serves to support. At night, what with the mistral blowing, and the house creaking all over, and the distant sea brought nearer home to one by the wind that carries and swells and prolongs its roar, one might almost imagine oneself in one's cabin on board ship.

(Continued on page 258.)

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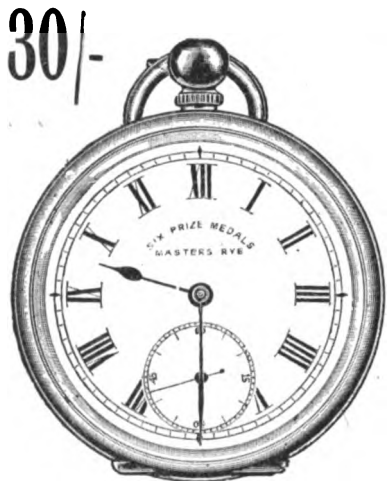
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FROM A HEADMASTER.

Brinsley Moor Schools.

DEAR SIR,—You will be pleased to hear that the Watch gives me the greatest satisfaction, and is a splendid time-keeper.—Yours truly, E. F. WHITEHEAD, Headmaster.

J. N. MASTERS (Ltd.), Scholastic Watchmakers, Rye, Sussex.

But especially in the afternoon is the *cabane* charming. During the beautiful winter days of our South, it is my delight to remain all alone by the lofty fireplace, in which a few tamarisks are smouldering. The door quivers beneath the gusts of the mistral or of the tramontane, that whistle in the reed thatch; and all these shocks form a feeble echo of the great upheaval of nature all around me. The winter sun, beneath the scourge of this great storm-blast, casts but straggling beams; now concentrating its rays, now showering them abroad. Great shadows scour across the admirable blue of the heavens. Both the light and the sounds come and go fitfully; and the jingle of the sheep-bells—that one hears suddenly, and then forgets as it is drowned in the wind—is borne once again beneath the shaking door like a sweet refrain.

But the most exquisite hour of the day is in the twilight, just before the return of the sportsmen. By that time the wind has fallen, and I venture out for a while. Its heat all spent, the great red flaming sun is setting in peace. Night sinks, and with her dewy sable wing caresses me as she falls. Yonder, the flash of a gun gleams over the face of the landscape like a star whose ruddy glow is heightened by the surrounding darkness. During the remaining daylight all living things bestir themselves; a long triangular flight of duck skims over as if about to settle, but suddenly the lamp, now lighted in our hut, scares them off. The leader of the column throws up his neck and rises again, and the rest behind him wing upwards and away with startled cry.

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The extract from Daudet's "Contes du Lundi" had a word not to be found in the ordinary dictionaries. *Caleil* (by-forms are *calen*, *calil*) is the oil lamp still to be found in Provence—a survival of the primitive Roman lamp. No one lost a class for not knowing this. On the other hand, those who translated *au ras du sol* "on a level with the sun," and their name was legion, fell at a swoop two classes. I note at starting how much is lost by not attending to the order of the original. "Our cabin consisted of a roof," &c., loses all the pictorial effect. "A roof of reeds and walls of dried yellow leaves—there you have our shooting lodge, known as the hut." A shooting box is some-

(Continued on page 260.)

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thing different. *Des volets pleins* are "shutters all of a piece." *Bottes de marais* : "wading boots" or "jack boots." *Berceaux* : "bunks." *Avec le mer*, &c. : "what with the distant sea and the wind that makes it seem quite close by wafting and swelling its roar." *Pieds de tamaris* : "stubs" or "roots of tamarisk." *Toutes ces secousses*, &c. : "all these vibrations are but a faint echo of the hurly-burly outside." *Le soleil*, &c. : "the wintry sun, lashed by the gale, seems shattered into fragments, collects again its broken rays, and again disperses them." Daudet's personal metaphor is bold, but not so bold as "stimulated by the excessive draught." *Reviennent chanter* : "their music comes again through the quivering door like the burden of a song." Not "crashing," "rattling"; it is the motion, not the sound, that is described. Again, "brushes by with dewy raven wings" is to be preferred to "grazes you as it passes with its black wings all damp." *Dans ce qui reste* : a teasing sentence, no rendering of which quite satisfies me. "Life's pulse beats quicker as the daylight dies," or "life quickens as day hastens to its close." "A flying triangle" sounds strange; stranger still "a vacillating door," "a jerky light;" strangest of all "a house of the Mongolian or flat-nosed type." That two should have hit on the last rendering is prodigious.

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Und hell erglänzt des Sternes Schein;
Zum Stalle gehen die Kön'ge ein;
Das Knäblein schauen sie wonniglich,
Anbetend neigen die Kön'ge sich;
Sie bringen Weihrauch, Myrrhen und Gold
Zum Opfer dar dem Knäblein hold.
Oh Menschenkind! halte treulich Schritt!
Die Kön'ge wandern, o wandre mit!
Der Stern der Liebe, der Gnade-Stern
Erhelle dein Ziel so du suchst den Herrn;
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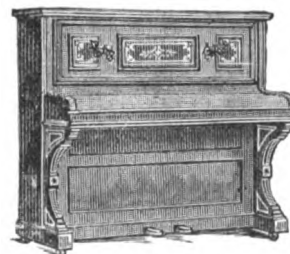
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$$\begin{aligned} \text{Interest} &= £543.875 \times \frac{43 \times 3\frac{1}{2}}{365 \times 100} \\ &= £543.875 \times \frac{14.125}{36500} \\ &= £\frac{163706.375}{73000} \quad £543.875 \\ &= £2.243 \quad 301 \\ &= £2. 4s. 10\frac{1}{2}d. \quad 16316250 \end{aligned}$$

Our method² :—

$$\begin{aligned} \text{Interest} &= £\frac{543.875}{100} \times \frac{43 \times 3\frac{1}{2}}{365} \\ &= 5.43875 \times \frac{14.125}{365} \\ &= 5.43875 \quad 73) 30.1 (4123 \\ &32 \quad 14 \quad 90 \\ &2 \quad 175 \quad 170 \\ &54 \quad 240 \\ &11 \\ &2 \\ &2.242 = £2. 4s. 10\frac{1}{2}d. \end{aligned}$$

Find the value of 365 articles at £31. 9s. 9d.³

$$\begin{aligned} &365 \\ &31 \\ &365 \\ &1095 \\ &11315 \\ &365 \text{ at } £31 = 11315 \quad s. \quad d. \\ &365 \text{ „ } 5s. \frac{1}{4} = 91 \quad 5 \quad 0 \\ &365 \text{ „ } 4s. \frac{1}{4} = 73 \quad 0 \quad 0 \\ &365 \text{ „ } 6d. \frac{1}{4} = 9 \quad 2 \quad 6 \\ &365 \text{ „ } 3d. \frac{1}{4} = 4 \quad 11 \quad 3 \\ &11492 \quad 18 \quad 9 \end{aligned}$$

Our method :—

$$\begin{aligned} &31.4875 \times 365 \\ &944625 \quad . \\ &1889250 \quad . \end{aligned}$$

$$11492.9375 = £11492. 18s. 9d.$$

The advantages of the latter method are :—

- (1) The calculation is in the decimal scale of notation.
- (2) The method is of uniform application, and does not require perpetual change of artifice.
- (3) Where approximation is not used, the accuracy of the book can be tested by casting out nines.

Or take the following, which is still more telling⁴ :—

$$\begin{array}{r} 900 \text{ at } £9. 7s. 4\frac{1}{2}d. \\ 900 \text{ at } £9 \quad 8100 \quad 0 \quad 0 \\ 900 \text{ „ } 5s. \frac{1}{4} \quad 225 \quad 0 \quad 0 \\ 900 \text{ „ } 2s. \frac{1}{10} \quad 90 \quad 0 \quad 0 \\ 900 \text{ „ } 3d. \frac{1}{4} \quad 11 \quad 5 \quad 0 \\ 900 \text{ „ } 1\frac{1}{2}d. \frac{1}{4} \quad 5 \quad 12 \quad 6 \\ \hline \quad \quad \quad £8431 \quad 17 \quad 6 \end{array}$$

Our method⁵ :—

$$9.36875 \times 900 = 8431.875 = £8431. 17s. 6d.$$

To divide by a Recurring Decimal one author⁶ teaches contracted division by a terminating decimal, and then adds: "By the above method a number may be divided approximately by a recurring decimal," without showing how to do it, or giving an exercise upon it. The fact is, that to meet all the cases that may occur, there are required three pages of explanation (see pp. 145-149 in our Old Edition; pp. 332-336, Remodelled Edition).

It is important in working with Recurring Decimals to understand their properties, so as to utilize the complementing to nines in the quotient, and to test the accuracy of the work by complementing to the divisor in the remainders. Also, by understanding the "rings," whole sets of Vulgar Fractions can be decimalized from a single one. All these advantages are derived from Fermat's Theorem, the demonstration of which in a popular form we were the first to give. The advantages from it are considerable, and should not be ignored.

We led the way in introducing Mental Arithmetic questions in a book on Symbolic (or Written) Arithmetic. This also has found imitators, who, however, have failed to perceive the special object we had in view, which was by easy questions to lead the student to anticipate the coming rule, e.g., the introduction to the rule $\frac{a}{b} \times m = \frac{m \times a}{b}$ or $\frac{a}{b \div m}$ in Exercise E, Part II., Old Edition, pp. 9 and 10. Remodelled Edition, Exercise G, pp. 173, 174.

In connecting L. C. M. with Euclid, Book V., in teaching Incommensurability, in introducing the notions of Limits, and of the Limit of Error, we have all along aimed at preparing the mind of the student for more advanced mathematical studies. In this we have not been imitated.

In April, 1896, an interesting correspondence on the Metric System was carried on in *The Times*, and a well-known banker summed up the discussion in the following words: "I think that all that can be done is to make our coinage and measures as little decimal as possible, and our computation as decimal as may be." This last is precisely what we have been teaching for thirty years.

The *Old Edition* will still be kept in print in its original form, as it is a class book in a large number of schools and colleges which may prefer to continue its use, at any rate for a time. The title of the present work, *The New Science and Art of Arithmetic*, will, it is hoped, be sufficiently distinctive to render confusion between the two avoidable.

The present book is a modification of the work originally published in 1870, which it is felt requires to be brought up to date in some respects. For this purpose the experience gained during this long period has been utilized, and some important changes have been introduced. These are of several kinds: (a) Elimination of those portions which may with advantage be relegated to the introductory chapters of Algebra, and of others which are better fitted for the counting-house than for the schoolroom; (b) Curtailment of a few exercises of unnecessary length; (c) Enlargement of some chapters and addition of new exercises; (d) Remodelling of certain chapters in order to render the demonstrations easier, or to adapt them as preparatory steps to more advanced notions. Thus L.C.M. is now taught (pp. 139-141) in such a way as to connect it with Euclid V., Def. 5; a new chapter is introduced on the Properties of Fractions (pp. 269-277), to which the chapter on Converging Fractions has been relegated.

We venture once more to draw attention to our system of Decimalizing Money at sight. The endeavour to calculate decimally with English money is some two hundred years old, or possibly more. The *Arithmetica Infinita*, by the Rev. George Brown, A.M., published 17 $\frac{1}{2}$, was an attempt in this direction at a period when even the Decimal Point had not yet been introduced, and '1, '01, and '001 were spoken of as Primes, Seconds, Thirds, &c. This book is a table of the decimals of sums of money under £1. Later writers gave easy methods for decimalizing shillings and sixpences at sight, but their methods for the odd farthings were too complicated to be useful, and even Professor De Morgan's plan was cumbrous. We claim to have discovered, as far back as the later sixties, a method for accurate decimalization and reconversion of money at sight, which is readily understood and easily acquired. Combined with Approximate Calculations, which we claim to have been the first to present to the public in a systematic form, all the operations required in wholesale trade, and, above all, percentages in every form, are rendered more easy and more expeditious, while such cumbrous and primitive operations as Compound Multiplication, Long Division of Money, and by Money, Practice, Simple and Compound, are superseded by Decimal calculations.

Other books that have appeared since 1870 have imitated us, but not successfully, as the following examples will show :—

¹ Pendlebury, *Arithmetic*, edition 1895, p. 220. ² pp. 192-4 in our Old Edition (1871); pp. 379-83, Remodelled Edition. ³ Lock, *Arithmetic for Schools*, 1894 edition, p. 140, Ex. lxxvi., No. 30. ⁴ Lock, *Arithmetic for Schools*, edition 1894, p. 140, Ex. lxxvi., No. 28. ⁵ Old Edition, p. 174; Remodelled Edition, p. 335. ⁶ Pendlebury, p. 157.

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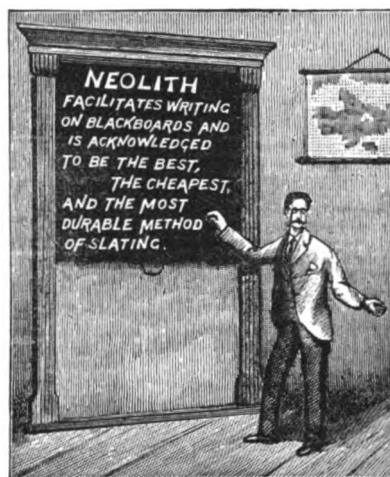
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GERMANY (near Cologne).—Board and Residence. English Ladies desirous of learning German will find good opportunity of doing so in widow lady's comfortable house. Very moderate terms.—Mrs. ERNST, Kullenberg, Solingen.

CERTIFICATED TEACHER, Cheltenham trained, seeks Non-resident Post in London, S.W. Higher Local French, Literature, Arithmetic, Divinity. Cambridge Teacher's Certificate. French acquired abroad. Experienced.—K., 21 Upper Richmond Road, Putney.

SCHOOLS WANTED.

WANTED, by High-School Mistress, opening or nucleus of GIRLS' SCHOOL in rising town in South or South-West of England. Coast preferred. Address—E., The High School, Cheshunt.

TRANSFERS.

YORKS.—HIGH-CLASS GIRLS' SCHOOL for Transfer. 30 Pupils. Capital required £500 to £700 without Boarding House; more with it. Excellent opportunity for Lady with Northern connexion. Address—No. 3,652.

CIVIL SERVICE AND COMMERCIAL COLLEGE, LONDON, for disposal as a going concern. Write—COLLEGE, c.o. Gould's Advertising Offices, 54 New Oxford Street, W.C.

FOR SALE.

HIGH-CLASS LADIES' SCHOOL in important town in West of Scotland. Particulars will be given to Principals only by Messrs. FYFE & MURRAVS, Writers, Greenock, N.B.

THE Principal of a Girls' Day School wishes to transfer a small BOARDING HOUSE in connexion with it. Terms by arrangement. Address—R. T., 4 Sandmere Road, Clapham, S.W.

PARTNERSHIP.

THE Principal of a good Middle-Class Boarding School near London wishes to meet with a Lady to join her with view to ultimate succession. Must be accustomed to Boarding School Routine and preparation for Examinations. Good English and French essential. Churchwoman of moderate views preferred. Age 30-35. Capital about £350. Address—No. 3,660.

ENGAGEMENTS WANTED.

EDUCATIONAL AGENCY (Established 1833). HEADMISTRESSES AND PRINCIPALS of Public and Private Schools, in Great Britain and Ireland, in the Colonies, and on the Continent, &c., who are desirous of engaging Graduates, Undergraduates, Trained and Certificated High School Teachers, Foreign, Music, Kindergarten, or other Senior or Junior Teachers, can have suitable Ladies introduced to them (free of any charge), by stating their requirements to Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents, 34 Bedford Street, Strand, London. List with particulars of (after Easter) vacant appointments in Schools forwarded to English and Foreign, Senior and Junior, Assistant-Mistresses on application. Liberal salaries.

THE ASSOCIATION OF UNIVERSITY WOMEN TEACHERS recommends highly qualified

ASSISTANT-MISTRESSES

with University distinctions (Degree or equivalent), some with good experience.

Open to Engagements:—

History and English: (1) Tripos, Class I.; also Political Economy, good Mathematics and Latin, French (elementary), Greek. (2) B.A. Lond., Honours in English; also Geography, Composition, Latin, Mathematics, Sewing, Recitation. (3) Hon. School; also French, German, elementary Mathematics and Latin, Geography, Logic, Political Economy. (4) Tripos; also French and German (acquired abroad), elementary Mathematics and Classics, Needlework, Music. (5) Tripos; also Political Economy, elementary Mathematics and Classics, French, Music, Games. (6) Tripos; also German (acquired abroad), elementary French, and Botany. (7) B.A. Lond.; also Classics, French, elementary Mathematics, Drawing, Chemistry, Physiography, Games. (8) B.A. Victoria; also French, Latin, Political Economy, Logic, Violin. (9) R.U.I.; also Latin, German, Mathematics.

Modern Languages: (1) Tripos, Class II.; German and French (acquired abroad); also English, elementary Mathematics and Classics, Sewing, Games. (2) R.U.I., Honours English, French, German, Latin, Mathematics, Drawing.

Classics: (1) M.A. Lond.; also Mathematics, German (Honours), English. (2) M.A. Lond.; also Mathematics, German, English, Drawing; *Trained*. (3) M.A. Lond.; also English, Mathematics, Science; *Trained*. (4) Hon. Mods., Class II.; also French (acquired abroad); English, Geography, German, Botany, Drawing. (5) Tripos, Class II.; also German (acquired abroad), French, English, elementary Mathematics.

Mathematics: (1) Tripos, Class II., and Int. Arts Lond., Div. I.; also Classics, French, English, Geography. (2) Tripos; also French, English. (3) B.A. Lond.; also Classics, English, French.

Science: (1) B.Sc. Lond.; Botany, Physics, Geology, Pure Mathematics; also German French. (2) Tripos, Class II.; Botany, Chemistry, Physiology, Zoology, Physics, Geography; also History, Literature, elementary Mathematics, Latin, Games.

EXAMINATIONS conducted in PUBLIC AND PRIVATE SCHOOLS in all Subjects, by written papers, and vivâ voce, by Examiners of long professional standing and exceptional experience.

Applications to be made to the Hon. Sec., 48 Mall Chambers, Kensington, W.
Office hours: Wednesdays and Saturdays, 3 to 5 p.m.

ART MISTRESS, Certificated S.K., will shortly have 4 or 5 half-days a week disengaged. (In or near Birmingham.) Eight years' experience. Excellent disciplinarian. Successful teacher of elementary and advanced Art subjects: Design, Still Life, Sketching from Nature. Address—No. 3,665.

LADY, B.A. (Lond.), requires Appointment as VISITING TEACHER in or near London. School or Private coaching. Classics, Mathematics, English Language and Literature, some Science. Experience. Address—No. 3,666.

A FULLY qualified and experienced FRENCH and MUSIC TEACHER seeks a Post in good School for next Term. Teaches thorough French with Literature and excellent Music (Piano and Singing). Very good testimonials and references. Address—No. 3,664.

WANTED, in May, in Public School, a trained and experienced FORM MISTRESS (resident) for Lower Third, with some work in Upper Forms. Special subjects: Geography and Botany. In addition to ordinary English subjects, French, Drawing, and Needlework desirable. Non-conformist preferred. Address—No. 3,667.

GYMNASTICS, Swedish Drill, Calisthenics, Fencing, Swimming, Cycling.—Trained Teachers sent to Schools for Girls and Boys. For full particulars and terms apply to A. A. STREMPER, M.G.T.I., Director, Stempel's Scientific Physical Training Institute and Gymnasium, 75 Albany Street, Regent's Park, London, N.W.

POST (Non-resident) desired as Teacher of Pianoforte playing in School in or near London. Senior Associated Board, Royal Academy and Royal College, and Certificated Pianist, Trinity College. Pupil of Herr Francesco Berger.—Miss WHITE, 58 Coolhurst Road, Crouch End, N.

PIANOFORTE, A.R.C.M. Pupil of Herr Pauer and Mr. Daunreuther, at the Royal College, desires non-resident visiting Engagements in or near London. Harmony and Class Singing. Testimonials and experience.—A.R.C.M., 44 Aberdare Gardens, W. Hampstead, N.W.

YOUNG NORTH GERMAN LADY, with perfect knowledge of French, seeks Engagement in English School. L.L.A. Honours Certificate for French and German. Experience. References. L. v. S., 1 Chenies Street Chambers, London, W.C.

L.R.A.M. requires Post as JUNIOR or ASSISTANT-MISTRESS, in or near London. Senior Cambridge Certificate. Address—Miss M. SPENCER, West Villa, Retford.

INTER. ARTS, London.—Re-engagement wanted as ASSISTANT-MISTRESS. Cambridge Teacher's Certificate. Subjects: Mathematics, English and Literature, Latin, Drill. Experienced. Address—A. A. R., Grammar School, Enfield, N.

GERMAN LADY, experienced, fluent French (France), Italian (Italy), good Needlework, requires Post in School or Family. Salary £25-£35. Best certificates and references. Address—Fräulein F. GAMPERT, Abbey Hotel, Kenilworth.

POST as GERMAN and MUSIC MISTRESS required by North German Lady. Piano (Cons. Certificate), Theory, Harmony, German. Several years' experience. Very good references. Address—A. E., Airedale, Woodside, Wimbledon, Surrey.

HIGHLY qualified FRENCH TEACHER (Diplômée), seeks Non-resident Engagement. High School, Private School, or Family. French, German, Piano, Singing. Exceptional testimonials. Ten years' experience.—Mlle. D. E. L., 74 Gower Street, London, W.C.

ENGLISH GOVERNESS desires Engagement (Non-resident preferred). School and Family experience. Cambridge Higher Local Honours. French, History, Literature, Arithmetic, Drawing, Drill, elementary Latin, German, Music.—G., 11 Adelaide Road, N.W.

HEADMISTRESS of high-class Day School in West of Scotland, strongly recommends FOREIGN LANGUAGE MISTRESS (Swiss), who has taught in her school ten years. Disengaged end of June.—Miss LAMB, 18 Margaret Street, Greenock.

A CERTIFICATED trained TEACHER requires a Post in Private Family, after Easter. Usual English subjects, French, German (acquired abroad), elementary Latin, Mathematics, Music. Two years' experience. Near London preferred.—A. BLOTT, Hatton House, Wellingborough.

B.A. LONDON UNIVERSITY.—GOVERNESS, age 32, desires Re-engagement, School or Family. Perfect French and German, Latin, Mathematics, Music.—12, 290, THE LADIES' AGENT, York House, 142 Kensington Park Road, W.

KINDERGARTEN MISTRESS.—Wood Carving. Disengaged Easter. First Class Certificated. Experienced. Successful disciplinarian. Testimonials. Froebel's Gifts, Occupations, Musical Drill, Singing, Brushwork, Piano, all elementary subjects.—F. LAKE, 75 Upper Tulse Hill, S.W.

VISITING TEACHER, L.L.A., Higher Cambridge Local, visits and receives pupils for advanced English, Science, Mathematics, French, and Latin. Scholastic experience. Highly recommended. Success in coaching.—A., 14 Manville Road, Balham, S.W.

WANTED by Young Lady, situation as TEACHER in good School or Family. Higher Local Certificate (Honours). Address—Mrs. MORTIMER, Driffield, Yorkshire.

PARISIAN Protestant Lady (Diplôme Supérieur), experienced in public school teaching, good disciplinarian, desires Re-engagement. Successful for Examinations. Training in Gouin's Method if desired. Highest testimonials.—MADEMOISELLE, Sharp's Library, Queen's Terrace, N.W.

UNDERGRADUATE (Inter. B.Sc.), Student of University College, London, desires Post in School where she could gain experience. South Coast preferred. Address—G. P., 9 St. Paul's Road, Canonbury, London.

MUSIC GOVERNESS (23), Silver Medallist, Violin and Piano, R.A.M., seeks Post in School or Family. Six years' experience (last two years in first-class Preparatory Boys' School). Singing, Painting, Drawing, English, elementary French. Cyclist.—M. C., 26 Westbourne Road, Forest Hill, S.E.

COACHING.—Lady, London B.A., trained, Certificated (Government), experienced, gives tuition. Private or School. English, Latin, elementary Mathematics. Matriculation, Queen's Scholarship Examinations, &c.—E. S., 13 Buckley Road, Kilburn, N.W.

PIANOFORTE.—A Lady, Diplômée from Stuttgart Conservatoire and pupil of M. Amina Goodwin (Schumann Method), with long experience in teaching, desires Non-resident Post in School. Neighbourhood of London preferred.—Miss ESTHER WEST, St. John's College, St. Leonards.

SCHOLASTIC.—Headmasters and Mistresses of Colleges and Schools are suited free of charge with well qualified Assistants. Tutors and Governesses, wanting Posts at Easter, should apply at once to the LAMHAM SCHOLASTIC AND TRANSFER AGENCY, 3a Langham Place, London, W.

A LADY (19) desires Re-engagement as GOVERNESS in School. Thorough English (Senior Cambridge), Mathematics, Drawing (South Kensington). Assistance for Matriculation required.—Miss ROGERS, 35 Lynette Avenue, Clapham Common, S.W.

EXPERIENCED GOVERNESS Disengaged, Certificated, Inter. B.A. (London), A.C.P. (Honours), &c. Thorough English, Mathematics, Latin, Greek, French, German, Music, Drawing, &c. Excellent references. £40 to £50 (resident).—A., Cambridge House Institute, Sheffield.

JUNIOR MUSIC MISTRESS (trained), highly recommended. Thorough English (juniors), French, Drawing, advanced Music (performer), Class-Singing, Kindergarten, Needlework. £25.—Y., Cambridge House Institute, Sheffield.

B.A. LONDON, trained, experienced, requires Post in School in London. Divinity, English, Arithmetic, Mathematics, Latin, elementary French and Science, Needlework.—T. R., Teachers' Guild, 74 Gower Street.

A TRAINED, Certificated (First Class), and experienced Kindergarten and Junior TEACHER, with extra subjects, desires position in a Family. Salary £50 to £60 resident; £40 additional, non-resident. Disengaged for summer term. Highest references and testimonials. Address—Miss ATHERTON, c/o Thomas Good, Esq., The Firs, Driffield.

A LADY, Associate of Royal Academy of Music, holding Certificate and Medals, experienced Teacher, desires Re-engagement in good School or College. Subjects: Pianoforte, Singing (Solo or Class, Sol-fa system if desired), Harmony, and Theory. Address—Miss E. T. SELLAR, A.R.A.M., 51 Dunsmore Road, Stamford Hill, N.

AN experienced ENGLISH GOVERNESS desires Reappointment. Efficient, patient, and painstaking. L.L.A. St. Andrews. Very highly recommended. £90 to £100. Thorough English, fluent French and German, good Music, &c. Two and a half years present pupil.—Miss A., 64 Queen's Gardens, Hyde Park, W.

A.R.C.M., Solo Performance, wishes for Re-engagement as MUSIC MISTRESS in good School. Was for three years and a term student in the Royal College of Music; for three years Music Mistress in the Jersey Ladies' College. Prepares successfully for the Associated Board. Great experience. Highest testimonials.—Miss SMITH, Austcliffe House, Cookley, Kidderminster, Worcestershire.

MISS POTTS, pupil of Herr Heinrich Lutter and Mr. Frits Hartvigson, Professor R.A.M., gives lessons in Piano and Theory at her own or pupils' residence. Address—c/o Teachers' Guild, 74 Gower Street.

MUSIC GOVERNESS.—Licentiate of the Royal Academy of Music desires Visiting Engagement. Pupil Van Dyk (Leipzig Conservatorium). Preparation for Examinations. Piano, Violin, Mandoline, and Singing.—LICENTIA TE, 14 Howard Road, Cricklewood.

WANTED, after Easter, Post as KINDERGARTEN MISTRESS. Drawing and Needlework. Address—K. M., Pinner, Windsor Road, Pokesdown, near Bournemouth, Hants.

A LADY, late R.A.M., holding testimonials from R.A.M. Professor, will be glad to hear from PRINCIPALS OF SCHOOLS and Private Pupils in London or country, for Violin, Pianoforte, Harmony, Class-singing. Certificated. Medallist. Address—STUART HAMILTON, 8 Porchester Gardens, Hyde Park.

MRS. WARD, Queenwood, Eastbourne, can strongly recommend a German Lady, as LADY HOUSEKEEPER, MATRON GOVERNESS, or any similar post. Also, superior FRENCH GOVERNESS, for a Holiday engagement *au pair*, early in April. Both have good knowledge of English.

LADY, Protestant, experienced, Licentiate, London College Music, desires appointment as MUSIC MISTRESS in School. Pianoforte, Harmony, Counterpoint, &c. Excellent testimonials. Would prepare for examinations. Address—Miss LETT, Tomsallagh, Ferns, Co. Wexford, Ireland.

LADY (34) desires Post as LADY HOUSEKEEPER or MATRON. Experienced, good Needlewoman. Five years' reference. £50.—Nidd Villa, Princess Royal Road, Scarborough.

KINDERGARTEN or FIRST FORM MISTRESS. Higher Froebel Certificate. Trained Froebel Institute. High School education and experience. English subjects, Drawing, Singing, Needlework, Disciplinarian. Good testimonials.—Miss K., c/o Bradhurst, Stationer, Putney, S.W.

LICENTIA TE Royal Academy of Music (Clergyman's daughter) desires Re-engagement as MUSIC MISTRESS in School or Family, in or near London. Good testimonials. Piano, Theory, Harmony, Class and Solo Singing.—L.R.A.M., 7 Rainbow Hill Terrace, Worcester.

MATRON.—School or Institute. Gentlewoman. Nursing (Hospital experience), Housekeeping, Needlework, Packing. Accustomed to school work and discipline. Good references.—L. A., Castell's, Folkestone.

ASSISTANT-MISTRESS (30), good disciplinarian, seven years' High School experience; Oxford Higher Local (English Literature with distinction, French, German); Languages (conversational, three years abroad). Teachers' Certificate, County Council Normal School of Botany; Advanced South Kensington Botany; Oxford, Cambridge Locals. English, elementary Latin, Drilling, Drawing, very successful in teaching Writing.—L. MILLEDGE, Rosslyn, Brentwood, Essex.

EXPERIENCED Teacher (High School) desires a Post in School or Family. Certificated Cambridge Higher Local (Honours), and Matriculation. Advanced English, (Grammar, History, Literature), French and German (acquired abroad), Latin, elementary Mathematics and Science.—Z., 81 Byne Road, Sydenham, S.E.

NEWHAM Student (Classical Tripos, Cambridge Higher Local, Classics and Mathematics) seeks SCHOOL TEACHING. Two years' experience. Studying at the French Normal School in Versailles. In England from March 25th to April 10th. Address—E. M. LONG, 13 Fern Grove, Liverpool.

RE-ENGAGEMENT required as ASSISTANT-MISTRESS, resident or non-resident. Thorough English Literature, Composition, and Grammar; advanced Arithmetic, History, Mathematics, and French. Cambridge Higher Local (Groups A, H, and Arithmetic). Five years' experience. Good references.—Miss MILNS, Holmleigh, Bexley, Kent.

A FRENCH Lady, experienced in English Schools, desires Re-engagement. French (in all its branches). Coaching for Examinations. Typist (Remington). Highest references. Address—Mile. LANS, 91 Finborough Road, Earl's Court, London, S.W.

YOUNG Lady, L.R.A.M., Class A, desires Engagement as MUSIC MISTRESS in Public or Private School.—Apply M. H., 89 Linthorpe Road, Middlesbrough.

CERTIFICATED GOVERNESS desires Engagement in good School or Family. Subjects: English, Mathematics, French, elementary German, good Music, Elocution. Seven years' experience in Schools. Good testimonials. Address—No. 3,661.

ART and JUNIOR FORM MISTRESS.—Lady (Certificated, Ablett's) desires Post as above, in or near London preferred. Two and a half years' experience. Address—No. 3,647.

EXPERIENCED LADY GRADUATE (Girton College) desires Daily or Resident Engagement in Family. Very successful with boys. Good salary. Address—No. 3,646.

A MUSIC MISTRESS, who has studied in Hanover, desires a Post (Non-resident preferred) in a good School. Pianoforte (the Virgil Clavier), Singing, Harmony, and German. Address—No. 3,644.

ASSISTANT-MISTRESS, trained and experienced, requires temporary Engagement for one term. Languages (Gouin Method), Sciences, Mathematics, Drawing. Good discipline. Address—No. 3,656.

REQUIRED after Easter, Re-engagement as UPPER FORM MISTRESS in Secondary School. Four and half years' experience. Thorough English. Subjects: French, Freehand, Geometry, Hygiene, and Physiology. Address—No. 3,654.

JUNIOR MUSIC MISTRESS.—Young Lady who holds Senior Certificate of the Associated Board (Local Centre) desires Re-engagement in good School. Pianoforte, Theory. Two years' experience. Moderate salary. Address—No. 3,651.

NORTH GERMAN GOVERNESS desires Engagement in Schools or Families as Visiting Teacher. Afternoons disengaged, could also take three mornings. Good German (State Certificate), very good French (eight years in France), Music, Drawing, Painting; experience twelve years.—M. L., 25 Westmoreland Road, Bayswater, W.

B.A. LONDON, experienced ASSISTANT-MISTRESS, seeks Re-engagement. Non-resident. Mathematics, Botany, Chemistry, General Science (for Matriculation), Practical Elementary Physics, Latin, English Language. Address—Miss CHAPLIN, 11 Springfield Gardens, Upper Clapton.

SITUATIONS VACANT.

WANTED, Next Term, in High School near London, a good MUSIC MISTRESS. Piano, Harmony, junior Violin. Trained R.A.M., R.C.M., or abroad. Non-resident. Salary £90-£100. Silence a negative. Address—No. 3,650.

PUPIL-TEACHERS for the DUKE OF YORK'S ROYAL MILITARY SCHOOL, CHELSEA, and the ROYAL HIBERNIAN MILITARY SCHOOL, DUBLIN.—A COMPETITIVE EXAMINATION FOR PUPIL-TEACHERS at these Institutions will take place in London and Dublin on Tuesday, the 9th May next, and following days. The number of vacancies will be about four. Candidates must be between sixteen and nineteen years of age on the 30th April next.

Further particulars may be obtained on application in writing to "THE DIRECTOR OF ARMY SCHOOLS, War Office, London, S.W.," by whom applications will be received not later than April 15th next.

Pupil-Teachers at these establishments have the privilege of competing for the appointment of Army Schoolmaster.

TO ASSISTANT-MISTRESSES. AFTER-EASTER VACANCIES.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents, invite immediate applications from well qualified Assistant-Mistresses for the following Appointments:—

Thorough ENGLISH MISTRESS, experienced in Form Management, for Private School at seaside. Salary £75 to £80 res.—No. 232.

GRADUATE (or equivalent) for important Midland School. Classics, Mathematics, English £60 to £80 res.—No. 250.

GRADUATE or INTER. ARTS for seaside School. Classics, Mathematics, English, Science. Salary £60 to £70 res.—No. 291.

Non-res. MISTRESS for County School. Good French, Drill, Form subjects, Drawing. £90.—No. 350.

Required, for Endowed School, MISTRESS for Form Work. £90 non-res.—No. 216.

ENGLISH AND MATHEMATICS. £60 res.—No. 284.

FRENCH, GERMAN, and ENGLISH. Private School near London. £60 res.—No. 259.

FIRST FORM MISTRESS, with Ablett's Drawing. Seaside School. £80 non-res.—No. 286.

Experienced MISTRESS for School on South Coast. £60 res.—No. 351.

LONDON GRADUATE for general subjects. £60 res.—No. 303.

Two experienced MUSIC MISTRESSES for good Schools. Salaries £60 (or more) res.—Nos. 117 and 245.

Two first-rate FRENCH (native) MISTRESSES for first-class Schools. German or Music necessary. Salaries £60 and £50 res.—Nos. 215 and 316.

GERMAN and good MUSIC. £60 res.—No. 122.

Four well-qualified MISTRESSES for good School. Salaries £50 to 60 res.

250 other vacancies in Public and Private Schools, for English and Foreign Assistant-Mistresses.

50 Student-Governesses also required for superior Schools on mutual terms, namely:—Board, Residence, and Educational advantages in return for services. List with particulars of Vacant Appointments forwarded to candidates on application. Address—24 Bedford Street, Strand, London. (Estd. 1833.)

THWING SCHOOL BOARD.—WANTED, immediately, Certificated MISTRESS for Village School (mixed) at an annual salary of £80. Applications, with copies of not more than three recent testimonials, to be sent to me as early as possible. 40 High Street, Bridlington. C. GRAY. 13th March, 1899.

UNIVERSITY COLLEGE, BRISTOL.—The Council propose to appoint a LADY TUTOR, who will be required to supervise the attendance, work, and College life of the women students. Preference will be given to one who has obtained Honours at Oxford or Cambridge. Salary £200. Duties to commence at the beginning of October. Applications, accompanied by copies of not more than three testimonials, should reach the undersigned on or before May 13th. Particulars as to duties may be obtained on application.

JAMES RAFTER, Secretary.

RESIDENT ART MISTRESS required, in May, for a Ladies' School at Eastbourne. Painting in oils and water; Light and shade from casts; and Sketching from Nature required. A Lady preferred who can undertake some other subject, preferably Swedish Drill. Address, stating full particulars, age, experience, and salary required—No. 3,653.

ASSISTANT-MISTRESS required. German, Drawing, some Music (Theory), and General Class Work. For one term only, from May and Private School. £15 for the term. Address—No. 3,645.

REQUIRED, in High School, Resident MUSIC STUDENT-TEACHER. To be prepared for Musical Examinations. Address—No. 3,643.

WANTED, an ART MISTRESS. Lady about 27. Must be experienced in School work, and able to teach Ablett's system thoroughly. Knowledge of good Music or Languages necessary. Address—No. 3,648.

ROYAL HOLLOWAY COLLEGE, EGHAM.—The Governors are prepared to receive applications for the Post of Resident LECTURER in CLASSICS, which will be vacant in October. The Resident LECTURESHIP in GERMANIC PHILOLOGY will also be vacant in October. Candidates must be competent to teach Old and Middle English, Old and Middle High German, and Gothic for the Honours Examinations of London and Oxford. Applications and copies of testimonials should be sent not later than May 4th to the PRINCIPAL, from whom full particulars can be obtained.

COLLEGE OF PRECEPTORS, BLOOMSBURY SQUARE, W.C.—The Council of the College of Preceptors will shortly proceed to the appointment of an additional EXAMINER IN FRENCH, and an additional EXAMINER IN ENGLISH LANGUAGE. Candidates must be Graduates (with a preference to those who have taken high Honours), and should have had considerable experience in teaching. Applications, stating age, experience, &c., and accompanied by testimonials, should be addressed to the DEAN of the College not later than the 29th of April.

C. R. HODGSON, B.A., Secretary.

WANTED, after Easter, Resident ASSISTANT-MISTRESS in large Boarding School. Church of England, moderate views. Subjects: Good Botany and Chemistry, Geography, and Arithmetic. Graduate in Science preferred. Apply—LADY PRINCIPAL, St. Mary's Hall, Kemp Town, Brighton.

RESIDENT HEAD FORM MISTRESS required next term in Boarding School for Girls. Salary to commence at £100 per annum. Full particulars to LEEKER, c.o. Willings, 166 Piccadilly, W.

STUDENT-GOVERNESS wanted to teach one hour daily. Preparation for Oxford Senior given; also Ling's Gymnastics. Very healthy. Good bathing. Premium.—Miss WILSON, L.L.A., Calder House School, Seascale, Cumberland.

WANTED, in May, in a High School, a Resident ASSISTANT-MISTRESS. Certificated; experience essential. German, French, elementary Mathematics, some English. Churchwoman. Salary £40-£50. Address—No. 3,649.

WANTED, in Public School, after Easter: (1) Trained and Certificated KINDERGARTEN and FIRST FORM MISTRESS able to teach Class-Singing throughout the School. (2) FOURTH FORM MISTRESS. Good English and Mathematics. Address—No. 3,655.

SOUTH COAST.—A Young Lady of good family, willing to give slight assistance, will be received on greatly reduced terms in high-class Ladies' School. Address—No. 3,668.

GOVERNESS, Trained and experienced, required for a Private Preparatory Day School in the North of England. Address—No. 3,659.

CLASSICAL MISTRESS required at once for Girls' Public School. Degree or equivalent, and High School experience essential. Commencing salary £120 or £130. Address—No. 3,662.

RESIDENT ASSISTANT-MISTRESS required in a Private Day School to teach French and Drawing (Ablett). Address—No. 3,663.

STUDENT-MISTRESS required, after Easter, in good School, London, W., to be prepared for London Matriculation, Senior Cambridge, or Music Examinations. Non-resident. Arrangements can be made for board. No premium. Address—No. 3,657.

ASSISTANT-MISTRESS required, next Term, in good London School. Special subjects: Latin, French, English Literature, elementary Mathematics. Send full particulars, stating salary expected. Address—No. 3,658.

WANTED, a STUDENT-TEACHER to give some assistance in English subjects. No premium. Address—PRINCIPAL, Ladies' College, Henley House, Penarth.

EASTER VACANCIES, 1899.—THE NEWNHAM EDUCATIONAL AGENCY will be glad to register names of English and Foreign Teachers for next Term. An early application is advisable and advantageous. — 34 Davies Street, Berkeley Square, London.

WANTED, in good School, STUDENT-TEACHER to give about two hours' daily teaching, and to be trained with another Student for Higher Local. Address—Miss ROXBURGH, The Ladies' College, Halifax.

MATHEMATICAL MISTRESS Wanted in May for the NOTTINGHAM HIGH SCHOOL FOR GIRLS (G.P.D.S. Co.). Tripos; experienced. Apply to Miss CLARK, Headmistress.

SHEFFIELD HIGH SCHOOL (G.P.D.S. Co.).—A MUSIC MISTRESS is required. Pupil of the Schumann School preferred. A good opening. Apply to the HEADMISTRESS.

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REVIEWS AND MINOR NOTICES.

Letters and Lectures on Education. By JOHANN FRIEDRICH HERBART. Translated and edited by HENRY M. and EMMIE FELKIN. (7½ × 5 in., pp. xvi., 285; price 4s. 6d. Sonnenschein.)

Mrs. Felkin and her husband have already laid English students of education under a deep debt of gratitude. They gave us a short while ago a translation of Herbart's "Science of Education" and their own "Introduction to Herbart's 'Science of Education,'" and they have now added to our obligations by giving us a translation of Herbart's "Letters" to Herr von Steiger, the father of his pupils, and of his "Lectures on Education" written not long before his death. These, with Miss Mulliner's translation of Herbart's "Letters on the Application of Psychology to the Science of Education," written to his friend Herr Griepenkerl, provide us with adequate means for forming a just idea of Herbart's theories and principles. We have only one fault to find with the book before us, and so we will mention it at once: there is no index—a rather serious omission in a work of this kind.

The "Letters" to Herr von Steiger are not of any very great pedagogic value, and might for the most part have been written by any other earnest young tutor in a similar position. Nevertheless, they are of decided interest for the light they throw on Herbart himself, and because they reveal—especially in the case of Letter I.—a singular thoughtfulness and nobleness of purpose. They show too, as it seems to us, that in those days Herbart must have been far too serious for the constant companionship of pupils so young; while, as is so often the case with learned young tutors, the course of study he chose was in many respects far beyond such tender years, as his long experience afterwards showed him.

The "Lectures" are far more to the purpose of the practical teacher. They are, indeed, unfortunately written in an aphoristic and somewhat fragmentary manner; but, none the less, serve—as they were intended to do—as an interesting and helpful application to the teacher's work of the theories and principles set forth in the "Science of Education"; and, for the complete understanding of both, the two treatises should be taken together. The "Lectures" do not, it is true, go very minutely into detail, and with some of the details given we do not agree. But, whereas in the earlier work the point of view was theory, here the point of view is practice. The sections on "Government," or the ruling of children with a view to harmony in the present, strike us as particularly good; while those on "Discipline," or the fitting of the young for adult life, are rather too general and sometimes too vague to help the teacher very much. This vagueness, however—this stating that there must not be too much of this or that, nor yet too little—can hardly be justly complained of, seeing that circumstances and dispositions vary so greatly. The sections on "Conditions determining Interest" inevitably bring in a good deal of Herbart's peculiar psychology, which—especially to one whose belief in it is very limited—is a little disturbing. But still very much is brought before us which teachers will find highly suggestive and helpful. We cannot agree with Herbart (page 196), who himself follows Kant and Rousseau, in his objection to reasoning with the young. If we are careful to observe Locke's caution that the reasoning must be immediate, obvious, and level to the children's thoughts, some reasoning is wise and necessary—if only to let the child see no more than this, that his ruler does not act from whim and fancy. But, of course, no one wishes to make a child "a reasoning, self-sufficing thing, an intellectual all in all," while still a child, or even when grown up. And it is well that he should often have to trust his ruler without reasons given. Arguing about a command already given must, of course, never be allowed. But Herbart is seldom at his strongest when treating of young children.

Herbart's views on language-teaching, though here and there somewhat in advance of his time, will not help us much at the present day. The recommendations given as to Latin and Greek history do not seem to us very practicable or much to be desired. The treatment of mathematics is very much better, especially as regards the initial informal stages. But the apparatus referred to was not altogether the best in use in Germany at that time. The sections on natural science are decidedly poor, and compare very unfavourably with Froebel's

views and methods for the same subject. We note, however, with interest and approval what is said about "manual training" under this head (page 247); though here again Herbart has not got as far as Froebel in understanding its effect on mental development. There is much of interest also in what is said about geography; though maps seem to us to be introduced too early. One plan for the learning of maps by beginners strikes us as possibly useful. It is to learn the exact positions of only the largest towns; to join the towns so as to divide the country up into triangles; to learn the lengths of the sides of these triangles (the distances between the towns); and then for position to refer everything else at first merely to the triangle to which it belongs, and not to worry too much about exact boundaries. The plan might work.

Two introductions are supplied—one for the "Letters" and the other for the "Lectures"; and these together fill forty-two pages. As was to be expected from the authors of the "Introduction to the Science of Education," they are well written, and will prove excellent aids to young students. Nothing is omitted that may help the reader to understand Herbart's point of view; while the well chosen passages from Herbart's other writings modify or fortify the actual statements in the texts. We had marked down more than one passage for quotation, such, for instance, as that dealing with Herbart's view that the mind-germ is *not* like a vegetable seed passing on to a predetermined end. But we must desist. The book is a good one, and we heartily recommend it.

TWO BOOKS ON LOGIC.

- (1) *Logic, Deductive and Inductive*. By CARVETH READ, M.A. Price 6s. (Grant Richards.) (2) *Elements of Logic as a Science of Propositions*. By E. E. CONSTANCE JONES. Price 7s. 6d. (Edinburgh: T. & T. Clark.)

(1) We congratulate Mr. Carveth Read on producing a really appetizing treatment of a subject which is not usually considered in connexion with literature. To affirm that its intrinsic interest seduces even a reviewer to read it from cover to cover is no mean recommendation for a handbook of logic, when such handbooks are many. "Logic is the backbone of rhetoric" the writer somewhere pertinently observes; conversely, he has quite understood that the good manual must represent logic to advantage dressed, and shun a single tedious page. The style throughout is nervous and racy; the illustrations which clothe the anatomy of inference are felicitously chosen. They have the rare merit of rendering abstract canons cogent and concrete. An equally sound judgment has guided the writer in his omissions. While never shirking a real problem, he has had the courage to discard technicalities here and there. We should perhaps have liked a fuller handling of dilemmatic arguments, and an explanation of the *suppositio* under which alone a simple destructive dilemma is possible; we may not think that Aristotle's analysis of cause has been rendered obsolete by Mill and Bain; we might have preferred some recognition of the history of logic, some further indication of the blundering transition from the logic of the schools to the logic of natural science. But these *desiderata* do not diminish the hearty welcome which we accord to the book as it stands.

If any reader, innocent of *barbara* and *celarent*, will commit himself to Mr. Read's guidance, he will be a two-fold gainer. In the first place, he will discover that he has been syllogizing all his life—as M. Jourdain had been prosing—without knowing it; in the second, he will, if candid, admit that he has not been doing it with remarkable success. He will find that the "plain man's" logic needs to be plainer still, and that he has gained a quickened perception of the truth of inference and a keener scent for error. He will no longer dismiss the study of logic, with a flippant sneer at logomachies and aridities and technologies, nor regard it as an ever futile attempt to substitute words for wits. He will come to harbour the joy which only logicians know—the joy of making explicit in language what is implicit in thought, of controlling and defining the operation of his own mind, and pinning and labelling the fallacies of his neighbours. And, if—*quod di avertant!*—his mind be set on evil, he will increase his power for mischief a hundred-fold. One skilled logician may be the source of all men's confusion; there is only one remedy—let all men become logicians.

If we seem to have slipped from eulogy of Mr. Read's manual to a vindication of logic, it is only because we are conscious that just in its freshness and reality lie the secret and

the stimulus of the book. We hope and predict that it will be widely used; it will not be the author who is to blame if it does not, by sheer force of merit, make its way into University teaching. To use the well worn phrase with intention: "it supplies a felt want"; wise undergraduates will discover this.

(2) Miss Jones's work is of a serious order. Condemned to teach Jevons's "Elementary Lessons in Logic," she felt—what teacher has not?—how much that, in many respects, estimable work left to be desired. Her first intention, therefore, was to write a new elementary handbook; her second, to offer, mainly by way of criticism on Jevons, some contributions to a new system of logic. To us the interest aroused by Jevons is largely an historical one; in one capacity he figures as the extremity of a chain of scholastic manual writers, he traces his pedigree through Whately, Mansel, Aldrich, Sanderson, Crackanthorpe, to the logicians of Byzantium, ultimately to Aristotle himself; in another capacity he represents the logic of science, the method of Herschel and Mill. By grasping the doctrine of "dual capacity" the advanced student can appreciate Jevons; the beginner can only claim a large prerogative of omission. Stern necessity supported by a sense of humour renders the teaching of Jevons tolerable; but, we heartily confess, we would rather end him than mend him.

Miss Jones is conscientiously thorough, and some of her elaborate tables are really useful. We question, however, whether the appetite for completeness, however commendable in a teacher—necessary, in fact, for lucidity—is always appreciated by the pupil. Elaborate schemes often clog rather than stimulate thought; natural instinct prefers to begin with salient and perhaps rough distinctions. Nor, again, would a sweeping reform of logical terminology be an unmixed advantage. The substitution of "subversion" for "subalternation," however it might conduce to symmetry, would not conduce to significance; while it would be difficult to find any justification at all for the supersession of the clumsy but fairly lucid phrase, "immediate inference by added determinants," by the altogether meaningless "extraversion."

Perhaps, however, we are wrong in imagining that these notes are intended to clear the perplexities of beginners. A section such as that on predication and existence trembles on the verge of metaphysics; and in her criticism of Mill's "Definition of Cause" Miss Jones has plunged very deep. "If ABC be the sole antecedent, it cannot be followed by DEF; because, since ABC *alone* is sufficient cause, the moment ABC the all-sufficient cause is present, that same moment the effect of which it is the sufficient cause must be there too; therefore DEF must be *simultaneous* with ABC" (page 172). Such a passage invites several reflections from which we refrain.

Through Boyhood to Manhood: a Plea for Ideals By ENNIS RICHMOND. (7¼ × 5 in., pp. 194; price 2s. 6d. Longmans.)

Many of our readers have doubtless made acquaintance with Mrs. Richmond's "Boyhood"—a clear, sensible, outspoken book, addressed to parents and teachers on the rearing of young boys. The volume before us is a companion book—not so much about boys as about the effect which our public-school system has upon the character of boys who come under its influence, which effect, we agree with the author in holding, might be very much improved without in any way interfering with the good results already produced. The book is not an attack upon the public schools; but, given the ordinary life of the ordinary young man, and given the fact that it is at his public school that the young man acquires his standards and his outlook upon life, it is impossible not to conclude that there are in the public-school system of training some definite points of weakness, which it is the duty of all who care for true education to look into and, wherever possible, to alter.

The volume is divided into three "books," called respectively "Unselfishness," "Self-control," and "Purity"—three ideals which the author believes might be striven for with greater success than the present management and *ethos* of the schools render quite possible. Of course, in discussing each of these ideals, much more is introduced than the name alone implies. Under "Unselfishness," for instance, we hear a good deal about headmasters and religious instruction. Mrs. Richmond has gained most of her experience in preparatory schools. Headmasters in these schools are absolute autocrats. She would have the headmasters in public schools just as autocratic. They should

be able to dismiss assistants, young and old, at a month's notice; and they should all be clergymen apparently (page 36). This is a very valiant attempt to put back the hands of the clock; but is only likely, we fear, to throw discredit on other advice which is sound and good. No man of ability and standing would accept the post of assistant-master on such conditions. Headmasters are not infallible; and opinion both inside and outside the profession, as far as it has moved at all, has moved in the direction of holding that it is not necessary that a headmaster should be a clergyman. We do not agree with the author in believing that more religious instruction would cure some of the ills she mentions; though more religious education might do something. And, though we heartily join in the wish that boys may be helped to become more religious-minded, we should not ourselves have expressed it in the form that it should become "natural to a boy to act bravely and to live purely because he knows it is the service he owes to his Saviour." We would not, however, convey the impression that we, in the main, dissent from this part of the author's views. This is not the case. As a matter of fact, we agree with most of what she urges; and she urges her pleas well. A good point is made in showing that the unselfishness taught at school is not of the highest kind. Boys, it is true, learn to suppress self, and deny themselves for the good of their side or of their school. But the side or the school is, after all, their own; so that what at first sight seems unselfishness may be in great measure a more enlightened selfishness. Still, unselfishness is a *growth*, and if we get it to cover the area of the boy's immediate environment—his school—we shall not have done badly. Can we go beyond this? Mrs. Richmond thinks we might. For ourselves, we rather doubt the general possibility at school, except with quite the eldest boys. The failure, we think, lies rather in the fact that the narrower area is *not* really covered for the majority. Immature boy nature may not be capable of more than what the narrower area implies.

The chapters on "Self-Control" deal very largely with eating and drinking. With what is said about the former we heartily agree. The insistence that food should be nicely cooked, well served, and sufficiently varied, and that meals should not be such scrambles, will commend itself to all of us. Boys should not have their attention too much drawn to their food—which is quite as much the case when the feeding is too rough as when it is too luxurious—and they should not feel the need of the "tuck-shop," that institution for the encouragement of self-indulgence, selfishness, and foolish waste of money. Indeed, all the advice about money, including the cheque-bank scheme, seems to us sound and good. Boys cannot learn the right use of money when all they have to do with it is limited to being given a little pocket money to be spent on sweets and other indulgences. As to the author's views on drinking, we will go so far as to agree that boys at school, up to the age of nineteen, should not drink beer or wine except by the doctor's order. The rest seems to us overstrained and overstated. During the last twenty or thirty years, people of the class who use the public schools have grown noticeably abstemious as compared with former generations.

The book on "Purity" is very outspoken, but in no sense too much so. It is plain, bold, and sensible. The way in which boys are taught to look upon girls as more or less contemptible—a survival of savage notions—the absence of intercourse with women and girls at school, the mistaken ideas as to what is pure and what impure, mistaken reticence—these and other like matters are, no doubt, responsible for much that is unsatisfactory in the tone and general outlook on life of the ordinary schoolboy and the ordinary young man, and lead to the latter's starting on his social intercourse after school, especially with young women, with too little sound knowledge and a wrong attitude of mind. Natural functions and their exercise, in spite of what some women writers say, are not in themselves impure; improper indulgence of these or a morbid preoccupation with them is so. Reticence is not always modest and right—it is sometimes cowardly and even criminal; while lack of knowledge is often a grave danger. Boys fall into evil ways more often from sheer ignorance than from evil dispositions. These are some of the main views urged in these frank and thoroughly sensible chapters. The author seems to us, however, to take insufficient count of one matter when generalizing—the same amount of outspokenness would not be wise with all boys and on all occasions. The knowledge of

evil, like the knowledge of good, is liable to excite the desire to imitate, and information is not taken in and assimilated so as to form knowledge unless the mind is ripe enough to receive it. Premature information will either be useless or dangerous. We must know the boy and watch for the right opportunity. Nevertheless, we heartily agree that no boy at the age of thirteen or fourteen should be allowed to go to a public school, especially a boarding school, without some knowledge of the dangers of fondling, morbidity, and sensuality, to which he is only too likely to be exposed. This duty must not be shirked by parents, and it is one which a good mother is, perhaps, the better fitted to perform. Teachers and parents will find much in this book to enlighten and invigorate them. We recommend it specially to masters of houses, whom it seeks to help, and not to depreciate.

An Introduction to the Study of the Renaissance. By LILIAN F. FIELD. (Crown 8vo, pp. viii., 304; price 6s. Smith, Elder, & Co.)

This is an interesting, well written little book. Mrs. Field disclaims any great originality or research. But she has taken the principal books on the subject, and made a careful and very readable compendium of their most important matter, without such a mere stringing together of names and facts as too often makes a "Handbook" or "Introduction" a sort of pemmican for the mental appetite. The book is a little lacking in the scholarly method. The beginner, for whom it is meant, would like to have had a short account of the word "Renaissance" itself, its origin and development. How recent a growth it is is shown in the fact that the word does not occur in Hallam's "Literary History." Another word, whose meaning Mrs. Field takes for granted, is "Humanism," which, with "Humanist," is used again and again without direct explanation. Nowadays the word "human" is so often used as opposed to what is below man, rather than as to what is above him, that the uninstructed reader may not at once grasp its meaning here—viz., *human* learning as opposed to *divine*. (The phrase *Literæ humaniores* is a survival of this use.)

What is, or was, the Renaissance? Mrs. Field herself finds some difficulty in giving an answer that is not almost elusively vague. It is not, she admits, a "period," or even a "movement," which "seems to denote something that has unity and a conscious aim, like the Reformation or a revolution. We must become still vaguer, and say that it was a spirit in the air, a tendency in men's minds. . . . As soon as we begin to narrow the term misconceptions arise. . . . The revival of learning is only a small part of it; the return to Nature only a part less small." No doubt the word (and idea) has been worked to death by some who have explained the whole development of Western civilization in the fourteenth, fifteenth, and sixteenth centuries as due to a sort of wave of world-energy, and who have thus provoked the sarcasm alluded to by Mrs. Field—that the Renaissance is "but a pleasing fiction, originating in the brain of certain modern historians and critics." Yet, were it only a fiction, it might do good service in crystallizing and unifying men's ideas of that development, even if its ultimate fate were to be discarded contemptuously, like the piece of string in a stick of sugar-candy; and, perhaps, we shall attain the soundest and least fallacious view of it if we speak of the Renaissance exactly in the same way as we use the phrase "the nineteenth century" to denote the movement or awakening which began with the French Revolution, and has brought us to these days of steam, electricity, and photography. But the vigour of the Renaissance was, after all, nothing approaching that of the nineteenth century. Its force was, in great measure, that of a reaction, especially against the chains of priestcraft and feudalism. It resembled the tumultuous upheaval of a geyser, and was due to prisoned forces long gathering and long repressed. Its great energy was not lasting, and its only invention—but that a mighty one—was the printing press, to which, by the way, Mrs. Field hardly alludes as an influence in literature or learning. Civilization in the Renaissance only recovered ground which it had won in Roman days, and from which it had been beaten back for a thousand years by the irruptions of barbarism. Had Rome, when the Northern incursions begun, been yet vigorous enough to repel them, and to come out again strengthened and revived from the struggle, the advance made in modern times might have been made hundreds of years before; and we

might now know science and use inventions which are, as it is, reserved for our far-off descendants.

If we take this view of the Renaissance, it is easy to see why its influence for good was so limited; why it was in some directions so barren, as in music, in others so baneful, as in architecture. And we shall not be surprised to find it so signally lacking in the completeness, the "all-roundness" of a real "golden age," such as the Attic. After all, its main glory is its painting, to which, quite fitly, Mrs. Field devotes a considerable part of her book. In literature, the other domain which Mrs. Field, in common with other writers, claims as its peculiar, there is much more room for argument. If Dante, as Mrs. Field fairly enough says, stands quite apart from its influence, why may we not say of Shakespeare that he would have *been* in any case, and that all he took from the Renaissance was the form and colour of his writings? And there is a large contra account in any adjustment of the claims of the Renaissance to have revived literature. The natural evolution of the Northern tongues had before it produced a literature with a style of its own, a style whose merits were ease, spontaneity, and freedom from affectation. If the heroic age had passed, and the epics were but degenerate descendants of the "*Chanson de Roland*," yet the style of the "*Roman de la Rose*" is perfect in its way. And in the flowing and picturesque prose of "*Lancelot du Lac*" or of Froissart there is a charm which no academy-made style has been since able to approach. To this literature and this style the Renaissance gave the death-blow, even as it did to Gothic architecture, and in any judicial appraising of its influence this must certainly be taken into account.

"Social England Series."—*The Evolution of the English House*. By SIDNEY OLDALE ADDY, M.A. (Sonnenschein.)

How many of our readers have ever thought how the houses in which they live came to be built? No one supposes that such houses were always to be found in England; they must, like other institutions, have been developed slowly, step by step, from some primitive source. The history of this development is pleasantly sketched here. Mr. Addy begins with the round huts that have left their traces in the lake village near Glastonbury, and compares them with the dwellings in the prehistoric villages of Northern Italy, and the stone bee-hive cells of Ireland. Such huts, he points out, were probably not the ancestors of our present rectangular houses, which seem to have a different parentage, and to come from the custom of building on "crucks." Two pairs of trees or timbers were set at the corners of a rectangular space, were inclined each to each, and united by a ridge-beam, and thus was formed a framework for walls and roof of reeds or wattle. To this simple dwelling of one bay additions were made by building bays at the ends, or "outshuts" at the sides; the original bay became the "house-part" or hall with its fireplace, the additions the various chambers required for domestic use. Among other matters of interest discussed here are measurement by bays, houses with "aisles" containing cowsheds and the like under the same roof as the dwelling-place, the origin of "rows" such as still exist in Chester, the genesis of the chimney, and the arrangement of the early manorial house, with its hall and "bower" or "woman-house" on either side of the *domus* or entry. That "glass was used in great houses from the days of the Romans" is, we think, a disputable assertion. The art of glazing windows seems to have died out, at least in the North, until it was reintroduced by Benedict Biscop about 682; it did not flourish long, for about a hundred years later an abbot of Wearmouth asked that a glass-maker might be sent him from Germany because the business was unknown in Northumbria. The illustrations are numerous and helpful, and nearly the whole of the book is instructive and interesting.

Unfortunately, Mr. Addy has gone out of his way to add a chapter on churches that is full of extraordinary misconceptions. English churches, he believes, were called basilicas, because they were used as "town halls," an idea which he develops at some length. No one will deny that churches were much used for secular purposes in medieval times, but they were sometimes called *basilica* because that was the word used for churches at Rome. Some of the very earliest of them were really built on the basilican plan, with *atrium*, aisles, apse, and *confessio*. One such church, though much altered, still exists at Brixworth, in Northamptonshire, and another at Wing, in Buckinghamshire,

and others have been made out by the help of foundations and other indications. They were doubtless connected with the Roman mission. Again, we are given to understand that the "Lord's house" means the court-house of the manorial lord, and a like derivation is suggested for the "Lord's day"! The very common feature in medieval churches, the squint or hagioscope, Mr. Addy thinks, is puzzling, and he declines to accept the perfectly obvious explanation that these openings were made to admit a view of the altar, because he finds that the late Professor Freeman speaks of altars as standing "on the chord of the apse." He evidently believes that the larger number of English churches were apsidal, and not, as of course they were, square-ended, and he has an amazing theory that the squint was made to enable the door-keeper of the church to see the face of the "president of an assembly sitting in the chancel." Mr. Addy knows a good deal about the history of English domestic architecture, and we are glad to praise what he says on his proper subject; his book would have been better if he had left the history of English church architecture alone.

The Founders of Geology. By Sir ARCHIBALD GEIKIE, F.R.S.

Sir Archibald Geikie's choice of a subject on which to lecture at the Johns Hopkins University in Baltimore was a peculiarly happy one; and all who take an interest in the science of geology—more especially those who have to teach it—owe him a debt of gratitude for his masterly and graceful contribution to geological literature. In these days of Science and Art examinations, of degree grinding, and of squeezing Woolwich and Sandhurst candidates through the appointed portals of the Army, the teaching of science is too apt to degenerate into a mere cramming of the bare facts and accepted theories which fall within the scope of this or that syllabus. It is true that practical work is now demanded, and that a first-hand acquaintance with the facts is now expected instead of the verbal textbook information which was too often considered sufficient a generation ago. And no doubt time is too short for a first-hand acquaintance with theories and principles in the works of the original masters. But an historical treatment of the development of accepted principles, and a sketch, if no more, of the growth of scientific knowledge, do much to quicken a living interest, at any rate in those who come to learn and not merely to get up their subject. And no one can rise from the perusal of Sir Archibald Geikie's account of the labours which entitled the founders of geology to a place in the history of science without feeling that his grasp of the subject has been rendered more firm and his sense of proportion has been developed.

The special period of geological progress selected for detailed treatment is that which lies between the middle of the last century and the end of the second decade of that which is now drawing to a close. And, since anything like an exhaustive account of the work done in geology in the seventy years thus covered would have required a treatment more elaborate and more prolonged than was possible in a course of half-a-dozen lectures, the story of a few of the great pioneers is briefly but forcibly narrated to show how from their struggles, their failures, and their successes geological ideas and theories gradually took shape. The labours of Quettard, Desmarest, De Saussure, Cuvier, and Brongniart in France; of Lehmann, Fuchsel, Werner, and Von Buch in Germany; of Hutton, Playfair, and Hall in Scotland; of William Smith, Murchison, and Sedgwick in England; of Logan and Agassiz in America, are described with all the skill of one who is not only a master in geology, but a master of English prose. Not only the work done, in its essential features, but the character of the man in each case, stands out clear-cut and distinct.

Every young man who aspires to do original work in the science for which the author of this volume has done so much—a science which is, perhaps, the easiest and the most difficult in the hierarchy—should seek inspiration in Sir Archibald Geikie's pages. And, ere he lays down the book, and returns to his special line of investigation, let him read and lay to heart the weighty words which he may find on the last page but one. Let him should perchance miss them, here they are: "If geologists, and especially young geologists, could only be brought to realize that the addition of another paper to the swollen flood of our scientific literature involves a serious responsibility, that no man should publish what is not of real consequence, and that his statements when published should

be as clear and condensed as he can make them, what a blessed change would come over the faces of their readers, and how greatly would they conduce to the real advance of the science which they wish to serve !"

A New English Grammar, Logical and Historical. By HENRY SWEET. Part II. *Syntax*. Price 3s. 6d. (Clarendon Press.)

Seven years have passed since Part I. of this original and stimulating Grammar appeared ; and the many inquiries after the "Syntax" (so the author tells us in his Preface) have induced Mr. Sweet to delay it no longer ; and, therefore, to limit its scope to formal syntax, including logical syntax, which had been partially dealt with in the previous volume. A most important division of syntax that is generally slurred over or wholly omitted in grammars—word order and word stress—is, for the first time, seriously discussed. The subject deserves a fuller treatment than it receives even here. There are many omissions—verse-stress, for instance, is not touched upon—and in several instances given we should be inclined to accentuate differently. Thus : "A German came to London. . . . The German left London and went to Liverpool." As we should read it, *German, came, London* have equal stress ; and, in the second sentence, the accent lies on *Liverpool*.

The book, unlike the ruck of grammars, treats of the spoken, not the written, language. Literary and historical instances are given only to point a difference or explain a usage, and then but sparingly. While we welcome a grammar of current English, we cannot help feeling that it loses in colour and interest by these factitious examples. Once and again we are inclined to dispute the author's own English. Thus, we maintain that "Who should I meet but a friend?" (page 114) is a vulgarism, though a very common one. "This is the *germs* of the historical present" (page 101) is probably a misprint. "With *quothe* he, whose verb is used only in this construction, &c." (page 14) is stilted English, to say the least ; and "When metal came into use, men were able to make their knives much longer, without their being afraid of their breaking" (page 121). That is the sort of sentence set in the London Matriculation to correct. Many rules seem to us stated too dogmatically. "If both objects are pronouns, the accusative precedes the active : *Give it me.*" Do we not say equally : *Give them it* and *Give it them* ? "The adverb *never* always precedes its verb." So *I shall see you never again* would hardly sound unnatural in conversation ; and in poetry such a use is common. "The names of smaller objects are made masculine, such as *watch, pipe* (for smoking)." This is news to us. And what of a "doll" ? "The predicative use of the absolute genitive is hardly colloquial." Is not *That book is John's, not yours*, colloquial ? "Which hardly ever occurs in the spoken language, except when it has a sentence for its antecedent." *Because of the sand which is there* : we should have said that *which* was as common as *that*. "The definite tense always implies incompleteness." Does it ? *What have you been doing to get yourself in such a mess* ? "Some verbs occur only in the indefinite tenses, as *feel, like, think.*" *I have been feeling ill for the past month, as I was thinking only yesterday.* "We still hesitate over and try to evade such passive constructions as *She was given a watch.*" Are we bold, bad men because we feel no such hesitation, any more than we feel that "the absolute participle construction is not only uncolloquial, but . . . to be avoided in writing as well," and shall continue, not only to write, but to say, *all things considered, this being so, weather permitting* ?

First Lessons in Modern Geology. By the late A. H. GREEN, M.A., F.R.S. Edited by J. F. BLAKE, M.A. (Clarendon Press.)

Those who knew the late Prof. Green, and had experience of his powers of simple and clear exposition, will turn to this little book with expectations which, on the whole, will be realized. The subject of geology, fascinating as it is to the amateur, is indeed by no means an easy one to deal with in an elementary fashion. This is due to the fact that there are so many branches of science of which the reader must already possess some knowledge or must be taught the elements as he proceeds. Several of Prof. Green's lessons are almost purely chemical. Lucid and neatly put as they are, it is questionable whether the reader, ignorant of the basal conceptions of this science, will be

much the wiser ; while the reader acquainted with them will grudge the space devoted to their exposition. So, too, with the pages which are devoted to microscopic sections of rocks. No doubt modern geological work is largely based on the minute examination of thin slices of rock under polarized light ; but it is exceedingly difficult to get the beginner to grasp their meaning, and, though half-a-dozen slides may be bought for a few shillings, yet they are useless unless the purchaser possesses or can borrow a somewhat costly polarizing microscope. We are of opinion that, in a strictly elementary book, these matters are better excluded, and the space thus gained devoted to further description of the broader features of geology—to its gross anatomy and the fine sweep of its physiology ; not to its histology and inorganic metabolism. This is, however, a matter of opinion, and we have nothing but praise for Prof. Green's treatment on the lines he has chosen. There is much freshness of illustration, and matters not often included in so elementary a work—the Durness overthrust, for example—are introduced. This overthrust is well described, though the editor might have exercised more care in revising the text to accord with the figures. Mr. Blake has added a lesson on fossils, which, however, deals in generalities, and is scarcely in keeping with the author's concrete method of describing sandstone, clay, and limestone. Three lessons dealing with some salient features of palæozoic, mesozoic, and cenozoic life would have been more to the purpose, and might have been made to lead up to a final lesson on the classification of the stratigraphical systems. But it is far easier to criticize than to write or edit an elementary book on geology ; and we feel it a duty to end with a note of praise for the many good points of this little work, rather than of regret for some, perhaps inevitable, shortcomings.

The Meaning of Education and Other Essays. Addresses by NICHOLAS MURRAY BUTLER. (Price 4s. 6d. Macmillan.)

Dr. N. M. Butler, Professor of Philosophy and Education in Columbia University and Editor of the *Educational Review*, is one of the half-dozen or fewer living American schoolmen whose names are familiar to English teachers. Philosophic depth, wide sympathies, and literary distinction of style—such a rare combination cannot fail to command a hearing, even though the theme be education. The bulk of the volume consists of four essays closely connected in subject-matter and treatment : "The Meaning of Education," "What Knowledge is of most worth ?" "Is there a New Education ?" "Democracy and Education." In the remaining essays, which are of lighter texture, the author applies the general principles he has sought to establish to secondary and higher education in America, showing both its strength and weakness. Compared with the Old World, it wins in breadth and fails in intensity.

The argument is admirably summed up as follows in the Introduction. Education is the most important of human interests, since it deals with the preservation of the culture and efficiency that we have inherited and their extension and development ; this human interest can and should be studied in a scientific spirit and by a scientific method ; in a democracy, at any rate, any education is a failure that does not relate itself to the duties and opportunities of citizenship. Of education as many definitions have been attempted as of poetry ; but we know none more pregnant than this : "A gradual adjustment to the spiritual possessions of the race."

We hope we have said enough to whet the reader's appetite, but we cannot forbear quoting one passage on untrained secondary masters, both as a specimen of style and for its bearing on a recent controversy :—

"They are content to accumulate what they are pleased to term 'experience,' but their relation to education is just that of the motor-man on a trolley-car to the science of electricity. They use it ; but of its nature, principles, and processes they are profoundly ignorant. The one qualification most to be feared in a teacher, and the one to be most carefully inquired into, is this same 'experience' when it stands alone. I am profoundly distrustful of it. The pure empiricist never can have any genuine experience, any more than an animal, because he is unable to interrogate the phenomena that present themselves to him, and hence is unable to understand them. . . . Unless mental processes and mental growth are scientifically studied and understood, the teaching is bound to be mechanical ; and the longer it is continued, the more 'experience' is acquired, the more wooden and mechanical it becomes."

On the matter of religious education it is somewhat sad to find that Dr. Butler, while recognizing its supreme importance, pronounces that, for America at least, neither the solution of the conscience clause nor that of concurrent endowment is within the range of political politics, and has to call in aid the family and the church. This surely is a counsel of despair. Cut off from all religious teaching the schoolmaster must be

Mancus et extinctæ corpus minus utile dextræ.

He cannot thus delegate his prime duty.

Rome the Middle of the World. By ALICE GARDNER.
(Arnold.)

In this really excellent book the system of teaching history by means of personal introduction is carried out, as in the author's earlier work, with great success. Author and reader stand together on a point of vantage, the middle of the world, and watch the makers of history pass by. Now and again a famous man or woman is pointed out, and every little while some one of very great importance indeed is led forth by the author and introduced to the excited reader. And so the procession goes on, until at last Rome, their point of vantage, is no longer the best post of observation, no longer the middle of the world; and author and reader leave it together.

But when the time comes for the reader to study the procession more closely he will find it of the greatest advantage to have its more important members for his personal friends. That most puzzling subject, the character of Augustus, is treated with great skill in the second chapter of this book; the portrait is carefully and impartially painted, and impressed indelibly on the mind of the reader by a very happy comparison: "If Julius Cæsar were to walk into a modern hall, . . . many would rush to grasp him by the hand; . . . but, if Augustus were to come in, all would look at him with interest and wonder, . . . but I doubt whether any would wish to embrace him." It is by touches like this that a man's memory is kept fresh in the minds of youthful readers.

The sketch of Rienzi at the end of the book is also admirable, and, though the personal introductions are so complete, yet the main procession is never disregarded. The book does not pretend to be a complete history—it is not possible to deal in some two hundred pages with the events of fifteen hundred years—it is a collection of portraits of important men at important epochs; but the chain of events that links these epochs together is clearly shown. The choice both of men and epochs has been carefully considered, and, though the reader may feel grieved that certain members of the procession are allowed to pass without an introduction, yet it is very certain that he will have no cause to regret the knowledge he has gained of those whom the author has chosen to present to him.

As the influence of woman on the history of these times is, naturally, mentioned more than once, it is perhaps surprising that the story of Tiberius, in whose early career women played so great a part, is left untold. But it is ungrateful to cavil; there can be no doubt that this book will be of great service to those who, no matter what their age may be, really wish to understand the history of the Roman world. The illustrations are admirably suited to the nature of the work, the paper and printing are alike excellent, and the book altogether worthy of the highest praise.

The New England Poets. By WILLIAM CRANSTON LAWTON.
(7×5 in., pp. xvi., 265; price 3s. 6d. Macmillan.)

Mr. Lawton, who dates his preface from Adelphi College, Brooklyn, has given us a well written and agreeable study, or series of studies, of Emerson, Hawthorne (prose poet), Longfellow, Whittier, Lowell, and Holmes. His chapters are well informed and judiciously appreciative; but they do not in any marked manner display keenness of critical analysis or of critical insight. It is evidently no part of his plan to do so. We have to be contented with descriptions of general style and subject-matter, and with the general purport of the message which each writer had for his generation. And we are quite contented. After a brief introduction dealing with English literature in New England, and with the group of poets and their background, Mr. Lawton treats each writer separately in chronological order, but with numerous references, for likenesses and contrasts, to the others of the group. One of the things we like best in the book is the sketch of Hawthorne's life, which is

lightly and excellently done. We are inclined to think it would be better to claim only two *masterpieces* in his case, "The Scarlet Letter" and "The House with the Seven Gables." Nothing else that he wrote is really as good as these, however interesting it may be. We are glad to be reminded of Longfellow's "Defence of Poetry," written at the age of twenty-five, which, to be frank, we had entirely forgotten. We are not inclined to value his sonnets quite as highly as Mr. Lawton does; they lack the organ music which such poems need to make them really beautiful. But, on the other hand, we think the hexameters rather more successful than he does; though we must allow that the neglect of the principle of quantity is often serious. In any case, however, we do not suppose that the hexameter will ever be thoroughly naturalized in English.

We do not remember to have found the difficulty in understanding Lowell's poetry referred to; though it certainly is more closely packed than Longfellow's. But then we did not read it in early life. There is a slip, by the way, on page 222, where Wordsworth's great ode is called "*Recollections*" instead of "*Intimations of Immortality*." The account of Holmes is brief, simple, and pleasantly written. His not infrequent likeness in humour and pathos to Charles Lamb might have been noted, and the contrasts as well as the likenesses between them would have been instructive.

The final "Retrospect and Prospect" is sober-minded, but not unhelpful; and its plea for moderation, honesty, and patience in critical judgment and literary expectation is well timed and well put. Indeed, the keynotes throughout are sound information, moderation in judgment, and a disposition to take a man at his best without cavil and without exaggeration. No one can read the book and fail to be both pleased and profited.

Neue und ebenere Bahnen im fremdsprachlichen Unterrichte.
Von Dr. RICHARD BAERWALD. (Marburg: Elwert.)

This is a *brochure* by a *Philologist*, who has to some extent tested his theory in the class-room, and is well worth the attention of modern-language masters, and especially of adherents of the reformed method. The author is a convert to Count Pfeil's method. The name (we are doubtless exposing our ignorance) is wholly new to us, but his method is familiar in our ears as household words. His *mot d'ordre* is, *reception must precede production*. Most of us know from personal experience how easy it is to read without difficulty an ordinary French novel, and how difficult it is to write or speak correctly a French sentence of more than a line or two. To begin with the easiest is a sound pedagogic law, and, if we begin with understanding, so Dr. Baerwald maintains, the active powers may afterwards be developed with far less exertion. The opposition between this and "Die neuere Richtung" is not so pronounced as would appear at the first blush. Both make the reading book the corner stone of the teaching, and both discourage composition in the earlier stages. The chief difference is that the New Reformers would make the pupil talk from the very first; the Pfeilists are content if he understands what he reads or hears. We should like to give in full the sketch of a lesson, but must content ourselves with a summary. First comes a revision of the text prepared at the last lesson, and got up for home work. Books are shut, the master reads, and pupils translate. Then follows a more minute examination in words and phrases with books open, then a reading aloud and declamation of the text. Grammar, taught inductively, is sandwiched between this and the preparation of the new text. The master supplies the meaning of new words; for the old ones, if not remembered, the pupil is referred back to the passages where they have previously occurred. When the sense is made out, practice in pronunciation and a final reading aloud conclude the lesson.

We doubt whether this programme could be got through in an hour; but, though it is open to criticism, we are convinced that the method is far sounder than that which prevails in England, where the whole preparation is left to boys, with no aid but notes and dictionary, and the reading, if any, precedes the construing. Dr. Baerwald writes pleasantly, without any esoteric jargon, and he is singularly candid in relating his experiences.

The Theory and Practice of Handwriting. By JOHN JACKSON.
(Sampson Low.)

A good many people may think that the difference between

sloping and vertical handwriting is very similar to that between Tweedledum and Tweedledee. A look at Mr. John Jackson's book of 260 pages on the subject, packed as it is with closely reasoned arguments and backed up with numerous diagrams, will probably make them radically change their opinion. Mr. Jackson has not much trouble in showing what a serious matter this apparently simple question is. Oculists and anatomists alike testify to the dangers that beset the eyesight and the spine from adopting the stooping, lopsided attitude that any system of sloping handwriting naturally engenders. Mr. Jackson's success in dealing with the subject is due to the fact that he seems to have been one of the first to grasp the fact that the writer, and not the writing, is the key of the situation, and, while others have tried to tinker the existing caligraphy, he has gone to the *fons et origo* of the question. One by one he takes up the objections to the vertical system and triumphantly refutes them. He shows how infinitely more legible it is, even when occupying less space, by the simple comparison with a certain number of lines placed at equal distances, first perpendicularly, and then "slant-dicularly," as they say in Norfolk. The sloping lines appear to be far closer together—an optical illusion that we fancy is new to many people. There is an excellent chapter on Ambidexterity. "We are naturally bimanous, and we are meant to have the free, unrestrained use of both hands," says Sir P. Wilson, quoted by the author. Personally we always regret the way in which in childhood we were systematically discouraged from using the left hand, and we agree with Mr. Jackson that right-handedness is largely a matter of education. An appendix gives an amusing *résumé* of "the hopeless sea" the various writers on the subject are in, as to when to begin, how to hold oneself and one's pen, &c. All these "would-be" guides, like the old grammarians, ex-cogitated their rules out of their inner consciousness. Mr. Jackson is one of the first to study the question in a scientific light. We notice the book is in its fourth edition; considering how important the subject is, as one of the three R's, we wish it could be made compulsory for all who may have to teach the subject hereafter in schools. We say this with all due sincerity; for when one has suffered many things from many writing-masters, each with a particular style of his own, none of which is ever assimilated, it is only charitable to wish that those who come after may escape a similar fate.

A Short History of Switzerland. By Dr. KARL DÄNDLIKER, Instructor at the Training College and Professor at the University of Zurich. Translated by E. SALISBURY. (Sonnenschein.)

If English people, while using Switzerland as a playground, would sometimes spare time to study its history and political institutions—both well worth examination by all who can appreciate such matters—they would return from their holiday with minds enlightened as well as refreshed. Mr. Salisbury's translation of Professor Dändliker's smaller "History of Switzerland" ought to encourage such study; while it is not an unwieldy volume, it contains a vast amount of information admirably arranged, and is the work of a distinguished scholar. The book begins with a notice of the early Celtic inhabitants of the land, and brings the narrative down to the opening of the St. Gothard railway. It gives a plain and well authenticated account of the political origin of the Swiss nation, the first Perpetual League of the forest States against the threatening power of the House of Hapsburg at the end of the thirteenth century, examines the legends of the War of Freedom, tracing the gradual growth of the Tell myth, and points out the steps that led to the formation of the Federal League of the eight original States. The nature of the League is carefully explained, and the differences of political condition between the rural cantons of the *Landesgemeinde* and the more aristocratic towns, and between one town and another, is forcibly stated. By treating the history of the Reformation era under two headings—first as the movement affected Eastern Switzerland, where it was led by Zwingli, and then as it was carried on in Geneva by Farel and Calvin—Professor Dändliker brings order out of a series of events that are elsewhere treated somewhat confusedly. Full weight is given to the disastrous effects of the religious discord that followed the Catholic reaction; the Confederation was divided into two camps, and all prospect of united action in the future seemed at an end. Peace and union were restored when Henry of Navarre made up his mind to attend mass. The later history,

from the French Revolution down to the establishment of the modern Federal State in 1848, is full of interest for the student of politics.

Chemistry in Daily Life. By Dr. LASSAR-COHN. Translated by M. M. PATTISON-MUIR. (H. Grevel & Co.)

The second English edition of a series of exceedingly instructive lectures on the "Chemistry of Daily Life" in its widest signification, treating of what either is or can be applied to the advantage of mankind in general. The lectures cover a wide variety of topics, as may be seen by naming a few that are dealt with:—food-stuffs of animals and plants; tanning leather; dyeing and bleaching; the manufacture of soap, glass, porcelain, paper, and varnishes; photography, and the metallurgy of iron and steel; and, lastly, the alkaloids used in the service of man. No technical knowledge is required in following the book, and the methods of commercial processes are concisely and withal as fully described as is necessary for any one of ordinary intelligence to understand their outlines. It is impossible, where every page is full of interest, to do more than indicate the general scope of the lectures. In the words of the author's *envoi*, work in the domain of chemistry advances without rest in ways of which we have learnt something, and everything that Nature puts before us is tried in all directions and with the greatest earnestness, whether it be for the purpose of advancing pure science, or whether the aim be the good of mankind or that of the individual man. No longer, as in the olden days, is the whole covered with the mantle of alchemistic mystery; but it lies open, and investigation is shown to be justified. Moreover, to the man who stands outside are given glimpses into this world of keen intellectual activity which must increase his general intelligence and quicken the special directions of his thought. In full confidence we can assure the reader that he will find in these fascinating pages much food for reflection, and a fund of information bearing upon the most homely details, as well as upon the wider problems of everyday life.

Ventures in Verse. By JAMES WILLIAMS. (Methuen.)

To quote from the disparaging motto at the beginning of this little book, these verses certainly "savour of wit and invention"; if poetry means the best words in their best order, but few of them can claim the title. Mr. Williams's work is strong and fresh; he writes not merely as an intellectual exercise, not merely to give expression to a passing mood, but because he feels the wonder and beauty of the world. The gem is pure enough; the fault lies in the setting. The first "venture," "Helga," the story of a Russian prisoner, is interesting, and rises in places to real power and beauty; the ending is, however, too abrupt, and, though the blank verse scans correctly, it gives one an indefinite sense of incompleteness and hurry that mars the effect of the poem. Several ill-sounding words occur in some of the longer poems, without any apparent necessity; "tilths," for example would spoil the effect of any line. Mr. Williams shows in his longer poems that he can tell a story. From the sonnets at the end of the book, it is clear that he can, if he chooses, write melodious verse. It is to be hoped that he will, in time, fuse these elements together and give to the world true poetry, beautiful thoughts expressed in beautiful language. That he can do this appears from one at least of his sonnets, "Fame and Death"—

"Deep strikes his share who ploughs the field of fame,
Wherein is shed the seed that, tardily,
Through rigour of the winter grows to be
Divine surprise of flowers that bear a name."

In short, it is not because it is bad that the book is disappointing: it is because so much of it is very good.

Poems. By EVA GORE BOOTH. (Longmans.)

The verses in this beautiful little book display a masterly power of expression and a just appreciation of the beauty of words. They show, indeed, that Miss Gore Booth possesses many of the attributes of a great poet. It is, therefore, disappointing to find in so many of her poems a tone of cynical sadness and distaste for the business of living. The fine verses to Ireland, entitled "Clouds," are strong and hopeful; it is when the author writes of the joys and sorrows of individual life that the note of weariness is struck. The "Liberty" to which one song is dedicated is the liberty of a man on a desert island, not of a free citizen of the world. "Parsimony of pain, glut of pleasure," says Stevenson—"these are the alternating ends of youth." Miss Gore Booth has chosen, in most of her poems, to plead for parsimony of pain. We can only hope that this weariness is a passing mood, and that, for the future, this gifted lady will change her views of life, and

"write such music as shall make
Sad angels sing."

Morality as a Religion. By W. R. WASHINGTON SULLIVAN. (Sonnenschein.)

Under the above title Mr. Sullivan has, as he tells us, summarized the teaching given at the Sunday services of the Ethical Religion Society, which meets at Steinway Hall, Portman Square. The author's point of view is sufficiently indicated by a sentence from Emerson, which he has placed on his title-page: "The mind of this age has fallen away from theology to morals. I conceive it an advance." Books of this kind are tolerably common phenomena nowadays, but Mr. Sullivan is distinguished from many of his school by an altogether unusual wholesomeness and cheerfulness of tone. He is a firm believer, for example, in a future state which shall be one of development for each individual. His faith in this particular is grounded on Kant's doctrine: "that every man born of woman is destined to be at last in absolute conformity with that law of everlasting righteousness which is for us what the law of balance is to the infinite worlds." We notice also with pleasure his attitude upon the marriage question, in which he differs widely from many so-called ethical teachers, notably from Mr. Karl Pearson. "Monogamy," he says, "was Nature's ideal from the first. . . . What the institution *could* become, what it *has* become, shows what was the intent of Nature from the beginning." He humorously observes that the project of abolishing the institution of home and handing over all children to the care of the State is to be deprecated if only on financial grounds. "The education rate is high enough in all conscience, but where the 'hill-top' theory would land us one can scarcely conjecture." In many ways the book is pleasant and interesting reading.

Gordon in Central Africa. By G. BIRKBECK HILL. (Macmillan.)

We welcome with pleasure this third edition of Gordon's letters during the eventful years 1874-79. Heroes are not so common in any age that we can afford to forget them, and one good result undoubtedly produced by the late Egyptian campaign has been the revival of interest in everything concerning Gordon. In reading these letters once more, we are continually struck by Gordon's complaints of the miserably inefficient condition of the Egyptian Army in his time, when we contrast with the splendid results which English training has since then produced. While fully sympathizing with Mr. Birkbeck Hill in his satisfaction that, "at last the cruel wrong inflicted on the poor inhabitants of the Soudan by Arabs and Turks, slave-raiders and pashas, shall be brought to an end," we agree even more entirely with his not uncalled-for observation that Gordon would have grieved deeply "had he foreseen that the day was to come when a shout of exultation should arise on the vengeance taken for his fall." We confess that the prevalent notion of appeasing the angry shade of such a man as Gordon by hecatombs has always reminded us of that immortal appeal:

"Thou Saviour of men, Thou pitiful Lamb,
I have roasted Thee Turks, though men now roast me."

Ashes of Empire. By R. W. CHAMBERS. (Macmillan.)

This stirring tale of the Franco-Prussian War is interesting and dramatically told throughout, though not entirely exempt from the reproach incident to much modern fiction, of promising better things than it performs. Two American war-correspondents, Bourke and Harewood (rather an unluckily suggestive combination by the way), are located during the siege of Paris in a dingy old house near the ramparts, occupied by two Breton girls and a menagerie of strange pets, including a lioness. The whole party have incurred the undying hatred of two pseudo-correspondents—in reality German spies—and live in hourly fear of their vengeance, to say nothing of Prussian shells. Here is an admirable situation, but the working out is somewhat disappointing. The two Breton girls, who at first charm us utterly, prove disappointing also; or, at least, one does. Surely the pure and innocent girl who is too pure and innocent to understand the most elementary distinctions between right and wrong is rather a played-out type! The tame lioness, too, Schéhérazade, who seems at first destined to play some tragic part in the story, does nothing more heroic than lose her temper during the siege and live happy ever after. The tale ends, a little lamely, with a double marriage and a somewhat inglorious retreat to Bretagne, while Paris is torn in pieces by the Commune. The character of the "Mouse," a Parisian vagabond of the lowest type, yet capable of genuine heroism, is powerfully drawn, and with distinct originality. The incidents of the siege of Paris are most graphically described, and the author has been merciful in inflicting on us far fewer horrors than is the wont of most writers on that terrible period.

Pitman's Commercial Geography of the World. (7 × 4¾ in., pp. v., 264, with maps and illustrations; price 2s. 6d. Pitman.)

For purposes of convenience this book is divided into three sections—the British Isles, the British Empire abroad, and foreign countries. The physical features of the countries are dealt with only so far as they influence the growth, distribution, &c., of commercial products; peoples and places are treated from the point of view of their various industries, position on trade-routes, &c.; and the routes themselves and the products (as far as is necessary) are described. The maps (which are numerous) and many of the illustrations are good and helpful, and a fairly full index is supplied. We have searched the book up and down, and read carefully the accounts given of many of the countries, and we

have found no inaccurate or misleading statements. It is quite evident that the volume has been put together with care as well as with skill. We have said that many of the illustrations are good, and so they are; but it would be well if this department were thoroughly revised in the next edition. The coffee, cinnamon, vanilla, and sugar-cane only very slightly resemble the real things; and when the cane sprouts at its joints (as in the picture) it is far past being used for sugar. However, the book is well informed, well printed, and neatly bound, and will certainly be found useful. We believe this work to be a new one; but we cannot be certain of this, as it is not dated.

British Rule and Modern Politics. By the Hon. ALBERT S. G. CANNING. (Smith, Elder, & Co.)

"In this work," says the author, "I endeavour to examine the results of British power and thought in promoting civilization, and allude to English literature, believing that it specially illustrates the tendency and value of the national influence." Armed with this clue, a lenient reader may find his way through the chapters which compose the book without absolute loss of faith in their continuity. An indolent, irresponsible reviewer might indeed suggest that the *idles mîres* therein contained are two: in the first place, that, while English rule has been markedly successful in India and the Colonies, a large section of the Irish are still irreconcilables; secondly, that leading English writers—e.g., Macaulay, Bulwer Lytton, Dickens and Thackeray, Gladstone and Disraeli—supply material for discursive remarks. The link may, perhaps, be discovered on page 282, or thereabout. The increasing danger of political assassination, resting as it does on an international *solidarité* of "societies of men sometimes called socialists," is also very present to the writer, who, however, finds comfort in "the increasing efficiency, acuteness, and vigilance" of the latter-day detective. This book will no doubt find readers; it is written with facility, and makes no rigorous demands on the attention.

Selected Examples of Decorative Art from South Kensington Museum.

Edited by F. E. WITTHAUS. (Longmans, monthly.)

We have nothing but praise for this excellent publication; it is exactly what is wanted, good photographs of good work; these teach more than any amount of letterpress can, and give the student the next best he can have to studying the objects themselves. Photography is the only reproduction that is valuable when treating with plastic art, for the character and treatment of modelled surfaces are too delicate to be conveyed to the student by sketches. The only suggestion to be made is that a section here and there among the plates would be of great use, as in some instances the photograph cannot reveal the true section of some mouldings and contours.

Arbor Vite. By GODFREY BLOUNT. (Dent.)

To the making of books on design there appears to be no end, and the reading of most of them is but weariness of the flesh. Had the writer but followed the maxim he quotes and appended a short note to some of his illustrations, pruning his book to a tenth of its length, it might have been of some service to the designer. "for brevity," he says, "is no less the soul of wise classification than of wit"; but, in spite of good resolutions, he has let his facile pen run away with him. Mistrust is bred as to what is to follow when one finds within the first fifty lines such a sentence as the following: "The aim of picture painting is to realize—to make the copy to look as much like the thing copied as possible." Is that all? Picture painting is not mere copying, but is the art of selection and convention, just as much as in any other form of art work, only it is of a more refined and delicate kind; neither are painters any more free from tradition than other craftsmen. Later on the writer says, "The qualities and characteristics of what is called Gothic art have been so thoroughly analyzed that its spontaneous revival is now almost impossible." Then why does he try to spoil a wider field by further analysis? The book contains little of service but a number of examples of border repeating patterns, useful only as hints to the book illustrator or maker of stencil patterns: to the carver or modeller it is useless.

Méthode Naturelle pour apprendre le Français. By GEORGE HOG BEN. (Price 3s. 6d. Nelson.)

The book contains all that is needed for a first year's course, or, at the ordinary rate of progress in English public schools, for a two years' course. It has the great merit of having been composed in the classroom, not in the study, and tested by actual use. Conversations, *versions*, *thèmes* (brief sentences), grammar; such is the order adopted, and it is the right order. The interesting Preface raises several issues which we would have liked to discuss at length. Space forbids us to refer to more than one. "Few words," says the author, "have exact equivalents in another language; therefore the meanings of foreign words should be learned in the first instance in the concrete." The general principle holds only to a limited extent with sensible objects, and in the cases where it does hold, it seems to us that the literary method has the better of it. It is simpler to teach a boy that *chapeau* means both "hat" and "bonnet" by showing him that it is a head-piece than by pointing to the two objects either separately or in juxtaposition. The book is the work of a schoolmaster who knows his business.

An Essay on the Foundations of Geometry. By B. A. W. RUSSELL, M.A. (9 x 5½ in., pp. 201; price 7s. 6d. Cambridge University Press.)

Legendre, as is well known, endeavoured to deduce Euclid's twelfth axiom from the others, but failed, and, indeed, could not help failing, in the attempt. His successors in the same field (Gauss, Lobatchewsky, and Bolyai) began by denying the truth of this axiom, and assuming that of the rest; but, instead of being confronted by contradictions, as might have been expected, they obtained a logically consistent geometry, and, therefore, inferred that the twelfth axiom must be independent of the others and essential to Euclid's geometry. The works of these mathematicians laid the foundations of metageometry, the history of which is written in Mr. Russell's first chapter. The next contains a critical account of some previous philosophical theories of geometry, from which, however, projective geometry is excluded, as it was unknown to the writers mentioned. The axioms of projective geometry and of metrical geometry are, therefore, separately considered, and lead up to a further chapter of philosophical consequences. Though the work of necessity appeals to a limited circle of readers, there can be no doubt as to the value of the contribution which the author has made to an interesting and difficult subject.

Spherical Trigonometry, Theoretical and Practical. By W. W. LANE, B.A. (8½ x 5½ in., pp. 116; price 2s. 6d. Macmillan.)

This is an attractive work on a subject which is not generally regarded with much interest. It begins with chapters on the geometry of the sphere and of spherical triangles, in the last of which instructions are given for making illustrative models. These lead up to the formulae connecting the sides and angles of spherical triangles, and to the methods of solving triangles. The special feature of the book is the large number of examples on the solution of triangles which are completely worked out, rendering it of great value to students of astronomy and navigation.

An Introduction to the Mathematical Theory of Attraction. By F. A. TARLETON, Sc.D., LL.D. (7½ x 4¾ in., pp. 290; price 10s. 6d. Longmans.)

Valuable as the chapters are which deal with the theory of attractions in many works on statics, &c., the subject has quite outgrown such a method of treatment. There is also an advantage in discussing electric and magnetic forces concurrently with gravitation; and Dr. Tarleton has, therefore, supplied a gap in the literature of mathematics by devoting a whole volume to the subject. His work is in every way a satisfactory one. It is well planned and well executed; and we look forward with interest to a further volume, in which the author hopes to include chapters dealing with spherical harmonics, conjugate functions, and the theory of magnetism for bodies having finite dimensions.

French Conversations. By Mlle. DEHORS DE ST. MANDÉ. Book I., Book II. (Price 1s. each. Swan Sonnenschein.)

The authoress describes herself as "Professor of French in the North London Collegiate and Camden Schools for Girls." The dialogues were composed for the use of her classes, and published for her English colleagues who found it impossible to employ the Gouin method without a series of books. Under similar circumstances the books may prove useful, but we submit that mistresses who cannot frame for themselves such simple dialogues as these have no business to be teaching French. In teaching nouns first as independent vocabularies, Mlle. de St. Mandé flies in the face of the New Method. It would have been well to state that the Conversations are not adapted for boys' schools, as the title of one, *Comment je me déshabille*, sufficiently shows.

In Danger's Hour; or, Stout Hearts and Stirring Deeds. (6¾ x 5 in., pp. vi., 236; illustrated; price 1s. 8d. Cassell.)

This book consists of some sixteen stories of brave deeds, either specially written for the volume or borrowed from elsewhere, and dealing with such matters as the "Birkenhead," the Indian Mutiny, H.M.S. "Revenge," &c. As Mr. Arnold-Forster remarks in his preface: "Stories of peril and adventure, in some shape or other, young Britons will read if they can read at all. It is only fair that, with all their responsibilities before them, they should be helped to pick out from the vast literature of the day that which is worthy and of good report." The stories are well selected, and are wholesome and interesting. Amongst the authors drawn upon we may mention John Evelyn, Marbot, Sir Walter Scott, Ascott R. Hope, and Sir Walter Raleigh. We can cordially recommend the volume for any boy or girl between the ages of eight and fifteen. There is not a dull page from cover to cover.

"Gill's 'Cartographic' Series of Wall-Maps."—*England and Wales, India, Africa.* (Gill & Sons.)

This is a most useful series for class purposes. The size (80 x 60 in.) allows an unusually large scale, and the novel coast and mountain shading gives an apparent relief not often seen in any except purely physical maps. The colouring is bright and harmonious, and, as far as we have tested, the political information embodied is correct and up to date. The coast names in white on the blue tint are most effective. A good feature of the map of India is the inclusion of the trans-Himalayan region as far north as the forty-fifth parallel. In the map of Africa we do not find the name "Rhodesia" (or British South

Africa Company's Territory); but Mr. Rhodes ought to be gratified to find his projected "Cape-to-Cairo" railway so clearly shown. We would suggest that the name "Rio de Oro" or "Spanish Protectorate" might be given to the large district to the south of Morocco, or (as it is here spelt) Marocco. The whole series deserves the highest commendation.

SCIENCE.

"Progressive Science Series."—*The Groundwork of Science: A Study of Epistemology.* By ST. GEORGE MIVART, M.D., Ph.D., F.R.S. (John Murray.)

Dr. Mivart has already published a portly volume on "Truth," in which he has delivered himself of the metaphysical faith that is in him. In this smaller and less exhaustive work he has restated his position with much clearness, though without, to our mind, producing more conviction. Into the difficult question of the relation of noumenal to phenomenal existence, we cannot enter here. But there is much in this work, incidental to its metaphysical and epistemological scheme, which will prove of interest to students of science—physical, biological, and psychological. The discussion of instinct and of the relation of animal intelligence to human intellect, the chapter on language, and a number of illustrations drawn from the whole field of science, cannot fail to be generally attractive. And, if the groundwork of science be, as we deem it, constituted of somewhat mixed materials, there is still much which renders the work profitable, if not exactly light reading. But why does Dr. Mivart fail to give Adams his due as the joint discoverer of Uranus?

The Living Organism: An Introduction to the Problems of Biology. By ALFRED EARL, M.A. (Macmillan.)

The closing words of the preface to this volume express its purpose with apparent clearness. "The object of the book will be attained if it succeeds, although it may be chiefly by negative criticism, in directing attention to the important truth that, though chemical and physical changes enter largely into the composition of vital activity, there is much in the living organism that is outside the range of these operations." Now, apart from the consciousness which we may fairly assume to be characteristic of certain organisms, the validity of this statement largely turns on the definition given to the terms "chemical" and "physical." The sciences of chemistry and physics deal with the laws of the attraction and repulsion of material particles. If all the known modes of attraction and repulsion are included in this conception, it follows that vital phenomena, in their objective aspect, are included without remainder. But, if a certain class of material changes are distinguished as vital, Mr. Earl's statement by definition holds good. In any case, however, it is unquestionable that certain modes of material change are distinctive of living organisms; and this is the essential truth the author desires to emphasize. Otherwise stated, living matter is characterized by distinctive modes of selective synthesis. The book is, in parts, a little amateurish, and some of the incidental data are questionable. There is, for example, no evidence that the expanded surface of the air sacs in birds takes any share in the respiratory interchange. Still, on the whole, the facts are culled with discrimination, and the conclusions are presented with some freshness and independence of thought. The book is primarily intended rather for the general reader than for biological students; and Mr. Earl may have gauged with fair accuracy the receptive capacity of the class to which he appeals.

An Experimental Course of Chemistry for Agricultural Students.

By T. S. DYMOND. (Arnold.)

One cannot too often impress upon parents who intend to send their sons into some special industry that it is absolutely essential that they should build up a foundation of pure science before devoting themselves to their special branch of technical work. Mr. Newth tells of a man who once brought his son to the Royal School of Mines, with the request that he might be taught to "do copper." The parent did not want his son to waste his time learning about oxygen and hydrogen and all that, but he wished him simply to learn to "do copper." The implied fallacy takes a long time to die, but is, we hope, in its dotage. Even now empirical methods are employed in agriculture, not only in the outlying districts of the West; and it is evident that it can never be improved until the scientific principles of the work in hand are understood. This course is designed to enable an agricultural student to acquire the knowledge and training he needs by a short experimental study of the chemical substances with which agriculture is concerned, his attention being directed at the same time to the practical application of each subject dealt with to rural industry. The course here given has been most successful with agricultural students in the Central Laboratory of the Essex County Council at Chelmsford, and we have no hesitation in saying that the choice of subjects and their treatment are admirably adapted for their purpose.

- (1) *Advanced Inorganic Chemistry.* By G. H. BAILEY. (Clive.)
- (2) *General Elementary Science.* Edited by W. BRIGGS. (Clive.)
- (3) *First Stage Practical Inorganic Chemistry.* By F. BRIDGOW. (Clive.)
- (4) *Arithmetical Chemistry.* Part I. By C. J. WOODWARD. (Simpkin, Marshall.)
- (5) *Practical Inorganic Chemistry*

for *Advanced Students*. By CHAPMAN JONES. (Macmillan.)
(6) *Chemistry for Schools*. By C. H. GILL. Revised and enlarged by D. H. JACKSON. (Stanford.)

(1) This is one of the books belonging to the "Organized Science Series" published by the University Correspondence College Press, and adapted to the Advanced Stage of Theoretical Inorganic Chemistry of the Science and Art Department. The Press also publish a "Tutorial Series" of science books of the standard of the Pass Inter. B.Sc. at London University. The syllabuses of these two Examinations overlap to a considerable extent, and hence quite three parts of the book under review have appeared in the "Tutorial Chemistry" recently noticed in this *Journal*. The syllabus has been closely followed, and the student is supposed to have already worked through the Elementary Stage, so that in the non-metallic part only matter of a supplementary character is given. A list of experiments to be performed by the student in illustration of each chapter appears at the end of the book, as well as questions set in the Advanced Examination for the last ten years. The book is clear, concise, and well arranged, and will be appreciated by examinees.

(2) The first edition of this book was noticed in this *Journal* as recently as last October. Six thousand copies were exhausted within five months of publication. We fancy this is a record in a school textbook, and no further evidence is required that it has met the want created by the new London Matriculation syllabus.

(3) As far as we remember, this is the first and only book written for candidates at the First Stage in Practical Inorganic Chemistry of the Science and Art Department. The examination consists of two parts—a written and a practical. The subjects of the former include the preparation and properties of the substances enumerated in the First Stage Theoretical and the principal reactions of the commonest metals and acids; but, since the questions are framed to test whether the candidate has himself performed the experiments, a large number of experiments on, and the methods of analysis of, the substances enumerated find their place in the book before us. In the practical examination, the student is required to carry out experiments on the effects of heat, water, or acids on material supplied, besides a few simple quantitative determinations. The author has, in most cases, made a judicious selection to illustrate these principles, and, after conscientiously working through the book, the student will find no difficulty in satisfying the examiners. The only fault we find is the method of indirectly determining the equivalent of copper by placing a weighed quantity of magnesium ribbon in a solution of copper sulphate. Has the author tried the experiment himself more than once? We are curious to know if his results are satisfactory. The exercise was set at the practical examination a year or so ago, and we believe it was found that an action supervened which renders the method valueless.

(4) A new edition of the elementary arithmetical chemistry belonging to Mr. Woodward's well known series, differing from its predecessor in having the explanatory matter preceding the exercises considerably extended, and in having, at the close of most of the lessons, hints as to the performance of simple laboratory exercises. We have found it a great help in enabling a student to get a general survey of the salient points of his work; but, considering that out of the 126 pages nearly fifty are devoted to examples culled from different examination papers, the price is high. A metre tape, divided according to the English and French measures, fits into a slit in the cover.

(5) A carefully written and well arranged little book to suit the requirements of candidates sitting for the Advanced Practical Inorganic Chemistry Examination of the Science and Art Department. Part I. deals with preparations and exercises in manipulation, Part II. with qualitative analysis, adapted from the author's larger work, recently noticed in these columns, and Part III. with volumetric work. The tables of analysis are remarkably clear and full, pointing out and explaining everything that a student may meet with in the course. The only fault we have to find is that in many cases the formulæ of the precipitates are not given in the tables, their colour only being noticed.

(6) This well known manual has reached a tenth edition. Air and water and their constituents are dealt with in the first five chapters, and then follow the elements, arranged as far as possible in groups of relations, and after each group a chapter is devoted to the comparison between its members. In spite of the statement of page 48, that subsequently the equations will be written in their proper molecular forms, such equations as $\text{KClO}_3 = \text{KCl} + \text{O}_3$ and $3\text{Fe} + 4\text{H}_2\text{O} = \text{Fe}_3\text{O}_4 + \text{H}_2$ on previous pages have a somewhat uncanny appearance. A Florence flask is suggested as the receptacle of the ingredients to prepare marsh gas. To boys of sporting proclivities this affords an opportunity for a wager as to the probability of the flask being broken. No mention is made of acetylene or calcium carbide, which have recently become of some importance. In the preparation of phosphoretted hydrogen from phosphorus, it is recommended to fill the retort neck and all with the caustic soda solution. The neatest way is to add to the solution, filling half of the retort, a few cubic centimetres of ether, which, on volatilizing, expels the air. At the end of the experiment, hot water should be poured into the pneumatic trough, which rises and finally fills the retort, with no element of danger.

PUBLICATIONS RECEIVED.

- G. W. BACON & Co.—Bacon's Excelsior Physical Map of England and Wales.—Bacon's Elementary Railway Map of England and Wales.—Bacon's Botany Chart, showing Parts of Plants.
- C. W. BARDEEN (Syracuse, N.Y.)—Dictionary of University Degrees. By Flavel S. Thomas, M.D., LL.D.—Authors' Birthday. Second Series. By C. W. Bardeen.
- GEORGE BELL & SONS.—The Swiss Family Robinson. By J. R. Wyss. Retold in English and Abridged for Use in Schools. With Illustrations. Price 1s.
- WILLIAM BLACKWOOD & SONS.—Education of Neglected and Destitute Children. By Lord Balfour of Burleigh. With a Prefatory Note by Flora C. Stevenson. Price 6d.—One Hundred Stories for Composition. In Alternative Versions. Price 1s. 3d.—French Historical Unseens. For Army Classes. By N. E. Toke, B.A. Price 2s. 6d.
- CAMBRIDGE UNIVERSITY PRESS.—History of Scotland. Vol. I. To the Accession of Mary Stewart. By P. Hume Brown, M.A., LL.D. With 7 Maps. Price 6s.—Russian Reader. By Ivan Nestor Schnurmann. Price 8s.—Longinus, On the Sublime. The Greek Text Edited after the Paris Manuscript, with Introduction, Translation, Facsimiles, and Appendices. By W. Rhys Roberts, M.A. Price 9s.—Cambridge Compositions. Greek and Latin. Edited by R. D. Archer-Hind, M.A., and R. D. Hicks, M.A. Price 10s.—Geometry for Young Beginners. By F. W. Sanderson, M.A. Price 1s. 4d.—The Aeneid of Vergil. Book IX. Edited with Notes and Vocabulary by A. Sidgwick, M.A. Price 1s. 6d.
- CASSELL & Co.—In Danger's Hour; or, Stout Hearts and Stirring Deeds. With 4 Coloured Plates and Numerous Illustrations. Price 1s. 8d.
- W. & R. CHAMBERS—Easy Stories for Infants. Price 6d.
- J. & A. CHURCHILL.—A Code of Rules for the Prevention of Infectious and Contagious Diseases in Schools. Issued by the Medical Officers of Schools Association. Fourth Edition.
- J. M. DENT & Co.—The Life and Adventures of Nicholas Nickleby. By Charles Dickens. In Three Vols. Price 4s. 6d. net.—Elements of Phonetics, English, French, and German. Translated and Adapted by Walter Rippmann from Professor Viotor's "Klein Phonetik." Price 2s. 6d. net.—Hints on Teaching German. With a Running Commentary to Dent's First German Book and Dent's German Reader. Price 1s. 6d. net.
- GEORGE GILL & SONS.—Gill's Cartographic Wall Map of Africa. By George Gill, F.R.G.S. Price 16s.
- JOHN HEYWOOD.—John Heywood's Globe Copy Books. Price 2s. each.
- A. M. HOLDEN.—A Hundred Short Essays in Outline. Price 1s.
- HENRY HOLT & Co. (New York).—Algebra for Schools. By George W. Evans. Price \$1.12.
- LONGMANS, GREEN, & Co.—German Higher Schools: The History, Organization, and Methods of Secondary Education in Germany. By James E. Russell, Ph.D. Price 7s. 6d.—English Verification. By E. Wadham. Price 4s. 6d.—Longmans' Complete Arithmetics. Course A. Books I., II., and III., 2d. each; Books IV. and V., 3d. each.—Through Boyhood to Manhood: a Plea for Ideals. By Ennis Richmond. Price 2s. 6d.—Life of Danton. By A. H. Beesly. Price 12s. 6d.
- MACMILLAN & Co.—Come up as a Flower: An Autobiography. By Rhoda Broughton. Price 2s.—The Treasury Officer's Wooing. By Cecil Lewis. Price 6s.—Cameos from English History, Ninth Series. Price 5s.—Key to Appendices of Cinq-Mars. Edited by G. G. Loane, M.A. Price 2s. 6d. net.—Key to Appendices of Zwischen den Schlachten. Edited by L. Hirsch, Ph.D. Price 2s. 6d. net.—Key to Appendices of Petites Ames. Edited by Stéphane Barlet. Price 2s. 6d. net.—Word and Phrase Book for Petites Ames. Price 6d.—Word and Phrase Book for Zwischen den Schlachten. Price 6d.—Word and Phrase Book for Mon Oncle et Mon Curé. Price 6d.—Word and Phrase Book for Sappho. Price 6d.—Test Papers in Practical Plane and Solid Geometry. Elementary Stage. By George Grace, B.Sc., A.R.C.Sc. Twenty-four Sheets on Cartridge Paper. Price 2s.—P's and Q's and Little Lucy's Wonderful Globe. By Charlotte M. Yonge. Price 2s. 6d.—The Story of Old Fort Loudon. By Charles Egbert Craddock. With Illustrations by Ernest C. Peixotto. Price 6s.—Poems, including In Memoriam. By Alfred, Lord Tennyson. Price 6d.—Short Studies of Shakespeare's Plots. Richard II. By Cyril Ransome, M.A. Price 6d.—The Works of Shakespeare. Edited, with Introduction and Notes, by C. H. Herford, Litt.D. Vol. II. Price 5s. (Eversley Edition).—Aspects of Religious and Scientific Thought. By the late Richard Holt Hutton. Selected from the "Spectator," and Edited by his niece, Elizabeth M. Roscoe. Price 5s. (Eversley Series).—Cinq-Mars. Par Alfred De Vigny. Adapted and Edited by G. G. Loane, M.A. Price 2s. 6d.—Answers to Examples in an Arithmetic for Schools. By S. L. Loney, M.A. Price 6d.—Key to Appendices of Sappho. By the General Editor of the Series. Price 2s. 6d.—Key to Appendices of Mon Oncle et Mon Curé. By the General Editor of the Series. Price 2s. 6d. net.—A History of Physics. By Florian Cajori, Ph.D. Price 7s. 6d. net.—Experimental Morphology. By Charles Benedict Davenport, Ph.D. Part II. Price 9s. net.—Lectures on the Evolution of Plants. By Douglas Houghton Campbell, Ph.D. Price 4s. 6d. net.—Bible Stories. Edited, with an Introduction and Notes, by Richard G. Moulton, M.A., Ph.D. Price 2s. 6d.—The Principles of Agriculture: a Text-Book for Schools and Rural Societies. Edited by L. H. Bailey. Price 4s. 6d. net.—One of the Grenvilles. By Sidney Royse Lysaght. Price 6s.
- HORACE MARSHALL & SON.—The Adventures of Ulysses. Adapted from George Chapman's Translation of the Odyssey. By Charles Lamb. Edited by E. E. Speight, B.A., with an Introduction by Sir George Birdwood, K.C.I.E., LL.D. Price 10d. net.
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[By a resolution of the Council, of June 19, 1884, the "Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

THE Executive Committee of the Council met on March 2. Present: The Chairman (Rev. Canon E. Lyttelton), the Rev. J. O. Bevan, Mr. H. C. Bowen, Miss H. Busk, Miss Connolly, Miss F. Edwards, Prof. W. H. H. Hudson, Mr. Langler, Mr. Nesbitt, Mr. J. Russell, Mr. Storr, Mrs. Sutton, Prof. Foster Watson, and Mr. J. Wise.

It was decided to send in the Reports from County Education Committees on the Education Board Bill and the Registration of Teachers' Bill, 1898, in tabulated form to the Lord President of the Council without waiting for such Reports as were still outstanding. These Committees were formed mainly in the year 1897 by conveners selected by the Council of the Guild, and were composed of teachers, men and women, representing public and private schools, whether members of the Guild or not. The conveners in many cases were the headmasters of important public schools.

Preliminary arrangements for the Annual General Meeting of the Guild (probably on May 13) were settled. Full particulars will go out in due course to members, and the *Journal* report for May will also announce the place and hour.

The first Report of the Museum Committee was brought up and adopted.

A special Sub-Committee was appointed to arrange for a great development of the list of Local Correspondents of the Guild in all parts of the United Kingdom.

A communication from the Dublin and Central Irish Branch was read. It was agreed to recommend the Council to memorialize Government with a view to obtaining Registration Acts for Scotland and Ireland as soon as a Registration Act for England is passed. It was decided to send round the List of Points which it would be well to bear in mind in the drafting of any scheme for an English Leaving Certificate to the Central Guild and Branches for their consideration, and report to the Education and Library Committee; that Committee thereupon to draft a leaflet on the subject for the Council. The following is the List of Points:—(a) A group system of some kind should be used rather than a series of separate certificates for single subjects; that is, the subjects of the curriculum should be divided into a certain number of groups, and a certain number of subjects should be required, taken from a certain number of groups. There should be a minimum and a maximum limit to the number of subjects. [It was held that a Leaving Certificate should afford a guarantee of a good general education and also of special efficiency in special subjects; the testing of these two matters might

conceivably take place on different occasions.] (b) That *viva voce* examination is a necessity in the case of languages, and is generally useful in other subjects. (c) That the certificate should be of one grade only, but that there should be room in it for special distinction in various subjects. (d) That there should be a limit of age below which no candidate should be admitted. The age of sixteen was thought likely to prove the best.

Twenty-nine new members of the Guild were elected, viz.:—Central Guild, 25; Branches: Aberystwyth, 1; Blackburn, 3.

CENTRAL GUILD.—SECTION E (LONDON).

April 29, 3 p.m.—F. W. Rudler, Esq., Geologist in charge of the Museum of Practical Geology, Jermyn Street, Piccadilly, will kindly conduct members and their friends over the Museum.

SECTION B. — On Friday evening, March 17, Mr. Morris W. Travers, B.Sc., kindly gave a lecture to this Section in the Chemistry Theatre at University College on "The Gases of the Atmosphere." The lecturer devoted most of his lecture to the explanation of recent research on this question. He began by explaining that he would presume that the audience understood the more elementary aspects of the subject, and wished to hear about the latest discoveries which had been made by Lord Rayleigh and Professor Ramsay. As assistant to the latter he had been privileged to watch the process of the discoveries, and the early part of the lecture was occupied with most lucid explanations of what had been done. Many excellent experiments were shown, exhibiting actual methods of manipulation, also lantern slides, displaying large apparatus, and finally vacuum tubes with argon, neon, and crypton were shown to the interested audience. By the kindness of Dr. Hampson liquid air was provided, and the behaviour of this wonderful substance afforded phenomena of much interest to all present, and considerably surprised those who saw it for the first time. Among the experiments we may mention the actual preparation of argon, its collection, and the testing of it by the spectroscope during the lecture. The Committee of the Section much regret that, owing to the prevalence of severe colds and influenza, and to the night proving very foggy, the audience was not much larger, and that also both Chairman and Vice-Chairman of the Section were unable to be present. They felt this the more as Mr. Travers was fulfilling his kind promise at great inconvenience to himself.

BRANCHES.

Ipswich.—The first meeting of the year was held in the Library of the Town Hall at five p.m. on Saturday, Feb. 25. J. H. Bartlet, Esq., M.D., presided, and there was a good attendance of members and others interested in educational work in the town and neighbourhood. An address was given on "The Beginnings of Language Teaching: Latin through English," by Mr. H. Courthope Bowen, M.A. At the conclusion of the address, the Rev. P. E. Raynor proposed a vote of thanks to Mr. Courthope Bowen for his extremely interesting and suggestive paper; this was seconded by Miss Harrison and carried with applause. A vote of thanks was accorded to Dr. Bartlet for presiding. —The first annual general meeting of the Branch was held on March 11, at the Girls' High School. The Rev. P. E. Raynor presided. The report, which was read by the Hon. Secretary (Miss Williams), stated that the Branch had now sixty-eight members. The officers and Committee for the ensuing year were elected, Dr. Bartlet being re-elected President, the Rev. P. E. Raynor Chairman, and Miss Harrison Vice-Chairman. A paper, giving an account of the Congress of the Guild held in London in January, which had been drawn up by Mr. H. G. Williams, was read. Mr. G. F. Bridge also read a paper, giving a summary of the resolutions passed by the various bodies of secondary teachers which had met during the Christmas vacation. The object of the paper was to show that secondary teachers were all agreed upon the points which it was most necessary to keep in view in the organization of secondary education. These points were—(1) That the Education Department should be advised by a permanent Consultative Committee, consisting, in part at least, of educational experts; (2) that the branch of the Education Office dealing with secondary education should be distinct from that dealing with primary education, and should have its own inspectorate; (3) that in the case of secondary schools inspection by the Universities or other recognized authorities should be accepted as equivalent to direct inspection by the Board of Education; (4) that the powers now exercised by the Charity Commissioners should be handed over, wholly or in part, to the Board of Education; (5) that Local Authorities for Secondary Education should be established now or in the immediate future, and that on such Authorities the interests of secondary schools should be adequately represented; (6) that a register of efficient teachers should be drawn up, and that ultimately persons not on that register should not be eligible for any appointment in schools assisted by public money.

Norwich.—A well attended lecture on "The Educational Systems of Scandinavia" was given on February 27, at the Norwich High School, before the members of the Branch Guild, by Mr. J. S. Thornton. The Rev. W. A. MacAllan presided in the earlier part of the evening; and, when he was obliged to go, his place was taken by Mr. Lee-Warner, Chairman of the Educational Committee of the Norfolk C.C. Mr.

Thornton stated that his first knowledge of the Scandinavian schools was derived from the Sloyd lectures of Herr Salomon at Naäs, and from the inquiries of Prof. D. M. Lewis, now of Aberystwyth, who drew up a series of questions which aroused a reply from Herr Schröder, Principal of the High School at Askov. Since then the lecturer had paid many visits of inquiry to the schools of those countries. The matter was of the utmost importance to England at the present time, as, with State organization upon us, the changes brought about, if carried out in the spirit of some recent Ministries, might be so violent as to break the continuity of secondary education in this country. The motto of England for such work was "Evolution, not Revolution"; and so impressed was the lecturer with the gravity of the situation that he had endeavoured to gather and present the facts from Denmark even before the late Commission commenced to sit. The organization of secondary schools in all the Scandinavian countries turned upon the State leaving examinations, of which there were two, a higher and a lower, in Denmark and in Norway, passed at the ages of eighteen and fifteen or sixteen respectively; but only one, passed at the age of eighteen, in Sweden and Finland. It was not every school that was permitted to hold the examination within its walls; and such permission, granted only on certain specified conditions, constituted State recognition. There was thus in these four countries registration of schools, rather than registration of teachers—the latter being brought about by indirect, rather than by direct, means. This registration had an enormous influence on the prosperity of efficient private schools. It made it at once possible for the State to extend the same measure of recognition and of material help to efficient private schools as to efficient public schools. The extent to which this was done in Denmark appeared in Mr. Sadler's first volume. In Sweden there was no such need for private schools as in Denmark, except in the case of girls; but two or three boys' schools in private hands were amongst the most famous in the country, and received from the State from 6,000 to 9,000 kr. a year each; and since 1896 as many as ninety-one private girls' schools (some of them mixed schools) had received nearly 200,000 kr. a year from the State, on conditions which seemed to have been determined, to a large extent, by Danish experience. In Finland all the *samskoler* were in private hands, and were largely helped by the State, the private *lycees* for boys, or for boys and girls together, receiving 300,000 kr. a year, and the corresponding schools for girls 150,000 kr. In the large towns of Norway the State-recognized private schools were in a great preponderance, being also in the vanguard of progress; these formed an interesting contrast to the schools in the sister countries, inasmuch as they had attained this position of superiority in numbers and in reputation without any money help from the State. But whether they could maintain this position after the new law of 1896, which allows School Boards, under certain conditions, to provide free instruction in the subjects taught in the first three years of the *gymnasium*, remains to be seen. Such comparisons and contrasts, the lecturer remarked, were of the highest value to those who had to tackle similar problems in this country. And, if fifty British dairy farmers, two years ago, found it worth their while to troop to Denmark and Sweden, he did not see why parties of English teachers should not follow their example, and learn lessons and gather experience still more valuable. Mr. Lee-Warner, Mr. Oake, Dr. Wheeler, and Mr. Holme asked many questions at the close of the lecture; and a cordial vote of thanks closed the proceedings. The Hon. Secretary, Miss M. Hill, is to be congratulated upon the accession of 32 new members, making a membership of 109, and upon the increased activity of the Guild within the present year.

LIBRARY.

The Hon. Librarian reports the following additions to the Library:—
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SESSION 1898-9.

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(Recognized by the Cambridge Syndicate.)

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DURING THE LAST SIX YEARS

4429**SUCCESSSES**

WERE GAINED BY

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SUCCESSSES.

LONDON MATRIC., 1892-98: 58.

INTER. ARTS AND SCIENCE AND

PREL. SCI., 1892-1898: 85, 5 IN

HONOURS. FIRST M.B., 1. B.A.,

1891-96: 24, 5 HONOURS. B.SC., 3.

B.A., 1897: 5, 1 IN HONOURS.

SCIENCE SCHOLARSHIPS: Guy's, 1892, Westminster, 1894 and 1896.

OXFORD & CAMBRIDGE ENTRANCE: 18.

OXFORD CLASSICAL SCHOLARSHIP: 1.

INDIAN CIVIL: 1. ROYAL UNIVERSITY:

80. MEDICAL PRELIMINARY: 76.

DORECK SCHOLARSHIP, 1895 and 1896.

LEGAL PRELIMINARY, FIRST JOINT

EXAMINATION: 26.

HONOURS MATRIC., JUNE: 1. M.A. CLASSICS,

1898: 1. B.A. and B.SC., 1898: 11. MATRIC.: 6.

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4.—No. 2,822.

The Principals of an old-established and successful Boarding and Day School in the neighbourhood of London desire to retire, having realized a sufficient competency. The School is quite full, with 11 Boarders, fees 51 to 60 guineas, exclusive of extras, and 77 Day Pupils, fees 7½ to 15 guineas per annum each, exclusive of extras, and 10 Day Boarders, fees 17 to 27 guineas, exclusive of extras. Receipts about £3,000 per annum. Pupils might be transferred by capitation fees. Premises the property of the Vendors, who would let them at a rental of £140 or sell them. This transfer can be unreservedly recommended.

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2. A LADY and her friend, both having successful High School and Private School experience, desire to purchase a DAY SCHOOL, with or without a few Boarders, conducted on High School lines in London or suburbs. Capital from £1,000 to £2,000.

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6. LADY PRINCIPAL of Preparatory School for Boys in the North wishes to purchase DAY PREPARATORY SCHOOL for Boys in or near London. Capital available £500.

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(See also Advertisement on front page.)

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OCCASIONAL NOTES.

THE Board of Education Bill has reached its second stage, but little new light was thrown on it in the debate on the second reading in the House of Lords. The Duke of Devonshire, so far from magnifying his office, again acknowledged that it was a little Bill, and sought to minimize the inspectorial powers that it conferred. In answer to Lord Ripon, who asked why there was not to be a Minister of Education in the one House, and a Secretary in the other, he said, with delightful frankness, that he really could not remember the reasons which determined the Government in favour of a Board rather than a Secretariat. He made a point of the Consultative Committee's not being statutory; but, provided it is permanent, this does not greatly matter. Lastly, he held out hopes (*valeant quantum*) that the supplementary measure establishing Local Authorities may be introduced next Session.

THE ARCHBISHOP OF CANTERBURY was not felicitous either in his eulogy of the Bill or in his criticisms. Forgetting both Mr. Forster's Bill No. 2 and the Gorst Bill of 1896, he praised it as the first attempt to deal with secondary education. The rest of his speech was devoted to an exposition of the possible religious dangers involved in the Bill. The Board might be tempted to alienate to secondary schools those endowments under £50 a year which now went mainly to voluntary schools. The Board might refuse inspection to denominational schools. "Uncontrolled experts" were to be suspected as likely to be unfriendly to religious education. As the *Times* remarks, his Grace can hardly have read the Bill; and, when we compare these vain imaginings of the Archbishop with the sound sense for which Dr. Temple of Rugby

was famed, we cannot help applying to him, not in the sense intended by Tennyson,

men may rise on stepping stones
Of their dead selves to higher things.

THE Conference of delegates from the various branches of the National Union of Teachers, recently held at Cambridge, must have been very generally voted a success. Yet, in spite of cordial welcomes from official and unofficial members, in spite of honorary degrees, dinners, and receptions, we note that the *Schoolmaster* utters—a very unusual thing in its columns—some words of regret and even blame. The fact is that the Executive received some rather rough handling on one or two points. But the *Schoolmaster* may take heart. The severity of the criticism is usually in proportion to the importance of the work done. The Executive whose proposals are received and passed without discussion is moribund. Though we cannot approve all the methods of the N.U.T. in attaining its objects, yet we have the fullest sympathy for those objects, and we willingly admit that all teachers, of whatever grade—primary, secondary, or tertiary—owe a debt of gratitude to the N.U.T. for the persistent way in which it has upheld to the country and to the Department the higher ideals of the teaching profession.

THE Conference passed a resolution urging that the whole expenses of public education should be provided from public sources, and be subject to public control. The other resolution of public interest referred to Local Authorities. An attempt to revive the *ad hoc* principle of election was thrown out, and the Conference agreed on a County Authority dealing with all education within its area. This view is also strongly advocated by Dr. Macnamara in the *Nineteenth Century*. It does seem absurd that education, one of the most important parts of local administration, should not have been put into the hands of the existing municipal authorities.

THE most remarkable of the papers read before the Cambridge Conference of the N.U.T. was undoubtedly that of Prof. Jebb on the "Relations of Primary to Secondary Education," or, to give it a more significant title, the Unity of the Teaching Profession. Assuming as axiomatic that the work of educators one and all, in order to be successful, must be performed "in the light of psychological knowledge and by a method founded on the thoughtful study of experience," he went on to show that in England we are only gradually awakening to a consciousness of this necessary condition of success. The general public is still apathetic and indifferent—allows that education is, on the whole, a good thing, but one of which you may easily have too much—wants technical education as a dodge for dishing the German bagman, but still thinks that it may be grown like an orchid on a rotten trunk.

YET, in spite of this apathy and ignorance, Prof. Jebb is sanguine for the future, and could point to many hopeful auguries—the overwhelming majority by which Mr. Robson's Bill passed its second reading (though the odds were great against its being carried during the present session), and the Board of Education Bill, "which will certainly pass." This Board, when created, will be an outward and visible sign of the unity of the profession. The Consultative Committee will certainly include, among "other bodies interested in education," representatives of primary schools, and its first duty will be to frame regulations for the registration of teachers, *i.e.*, for a common list

of primary and secondary teachers according to the scheme of the separate Registration Bill of last year.

THERE is nothing new in all this. The same tenets have been long iterated in these columns, though they gain fresh force from Mr. Jebb's lucid and felicitous exposition. What makes this address remarkable is that it should have been delivered at Cambridge by the Conservative Member for the University. To gauge its importance we need only refer to the *Times* leader on the subject. The *Times* is at once perplexed and scandalized. What on earth does Mr. Jebb mean by this "unity"? Public schools are one thing, Board schools are another, and between the two a great gulf is fixed. True, primary education is organized and secondary education is unorganized; but, if judged by results, the chaos of the higher grade is far superior to the cosmos of the lower grade. The gentleman's son needs one kind of training, the ploughboy another, and there is little or nothing in common between the two. All this seems so patent and obvious to the *Times* that the only explanation it can suggest for Mr. Jebb's extravagant utterance is that he was playing to the gallery, or, as it is euphemistically expressed, "sub-serving private complacency." Could we have a more telling illustration of that "attitude of rather scornful scepticism or even of active dislike to education" with which Mr. Jebb taxed certain classes of the community?

SIR PHILIP MAGNUS, commenting on Prof. Jebb's address in *Education*, points out the artificial partitions and what he considers the natural line of cleavage between primary and secondary education. Among the former are the different authorities to which the two classes of schools are subject, a distinction which exists to the same extent in no other civilized country but England, and one which the Board of Education Bill will only partially remove. As to the latter, he finds an essential difference in their respective aims. The aim of the elementary school is "to train the rank and file of the children of the people for the business of life." So stated, few will dispute the proposition or the rider that it is not to fit the pupil for passing to a higher-grade school, though we should prefer to put it somewhat differently, considering that this, though a secondary aim, is one that cannot be overlooked; and we think that Sir Philip Magnus would find it difficult to frame an exclusive definition of secondary education, and was wise in not attempting one. This by the way: the point we would insist on is that a difference in the teaching—i.e., the curriculum—does not necessarily imply a difference in the teachers. Mr. Thring used to ascribe his success as a teacher in great part to the apprenticeship he had served in a village school, and the "unity and continuity of education," in the sense that the profession is one and indivisible, is no mere flourish of rhetoric coined to tickle the ears of the N.U.T.

MRS. BRYANT, on "The Work of Women in Education," was wise, witty, and (a rare fault in women) too brief. She laid down the sound principle that women teachers should be paid at the same rate as men for the same class of work. This does not mean that women shall receive the same wage. Even if their work is of as high a standard, they cannot, according to Mrs. Bryant, work as hard or as long hours; in other words, if they get less pay, they should have more leisure. If this principle is accepted, it will follow that it cannot be cheaper to employ female labour. How flagrantly it is violated in the respective

scales of salary for men and women that now prevail in elementary schools she was not careful to point out. But, if the rates of pay are the same, will not the weaker sex go to the wall? Instead of vindicating the mental equality and moral superiority of her sex, Mrs. Bryant answered the question by an analogy. We cannot do without our *prime donne*.

DR. MACNAMARA, in his paper on "The State and Village Education," brought up a whole train of statistics to prove that rural schools are like Dr. Johnson's leg of mutton—ill-found, ill-staffed, ill-managed. And the more inveterate and widespread the disease (so Dr. Macnamara told his audience) the more obvious and easy the remedy—more money and better management. All schools must be placed under the control of County Authorities, created presumably *ad hoc*, voluntary contributions must be ignored, and the entire cost must be borne by the central exchequer, supplemented by a county rate. This can mean nothing but the extinction of voluntary schools. It is magnificent, but it is not practical politics. And, further, when Dr. Macnamara demands the same standard of efficiency in teaching for rural schools as for London Board schools, he is crying for the moon. It would be as reasonable to demand that Little Peddington should have electric light, a telephone, and an hourly post delivery.

WE drew attention last month to a slight alteration in the Code, disallowing pupil-teachers in cases where it was impossible that they should receive adequate training. This amendment was "designed for the improvement of the staff of rural schools, and to promote their efficiency. It was recommended by a committee of experts which sat two years ago to consider the question, by H.M. inspectors, and by the official advisers of the Department." We are quoting from the speech of Sir John Gorst, and it is hardly necessary to add that this preamble signified that the Government had flung over Sir John Gorst and his new clauses at a hint from Lord Hugh Cecil. But, in his last performance of the happy dispatch, Sir John Gorst surpassed himself. "The change had been intended as a boon, but the Government had no intention of thrusting a boon on unwilling recipients, and the Department would carry out the intended reform in another way, by refusing to allow pupil-teachers on an adverse report of its inspectors." The phrase is not parliamentary, but we can find none more suitable—this is "too thin." Neither Lord Cranbrook, who was profuse in his expressions of gratitude to the Government, nor Mr. Balfour, who frankly acknowledged that education must take a back seat when the voluntary schools are concerned, made even a pretence of saving Sir John Gorst's face, and Sir Henry Campbell-Bannerman carried all honest Conservatives, including Mr. Ernest Gray, with him in denouncing the "pitiable" situation, and declaring that the position as regards the Department "began by being a joke and was rapidly becoming, if it had not become, a scandal." One more noteworthy feature of the debate, which we treasure for future reference. Mr. Balfour gravely reproved Sir Henry Campbell-Bannerman for suggesting that the grant to voluntary schools had gone *entirely* into the pockets of subscribers. When the grant was made we were told that most of it would go into the pockets of the teachers, and that every penny would be devoted to raising the standard of education.

IT may seem like forcing an open door, but we cannot forbear noting the outspoken protest in the *Times* of the Rev. T. W. Sharpe against the Government's pusillani-

imity. Mr. Sharpe was chairman of the Departmental Committee on the Pupil-Teacher System, and not even Mr. Balfour could suspect him of being a covert enemy of voluntary schools. But Mr. Sharpe knows what teaching is, and he pronounces the working of a school of eighty children with one adult and a raw lad or lass of fourteen, as under the amended Code is still permissible, a hollow farce. Mr. Sharpe proposes that the provision of an adequate and adequately paid staff should be the first charge upon public grants, and that the remaining school expenses, generally amounting to one-sixth, should be borne by local contributions. A fair offer, which would go far to settle the hand-to-mouth system of begging petitions and doles; and our poor relations, if only they knew their own good, would instantly close with it.

PUBLIC attention has not been called as it should have been to the significant debate which took place (after twelve o'clock, according to Standing Orders) in the House of Commons on March 23. Mr. Gedge, the member for Walsall, opposed a scheme of the Charity Commission for the management of Queen Mary's (secondary) School in that town, and was handsomely beaten on a division by a majority of more than two to one. This result is in itself sufficiently remarkable, for we can only remember one other occasion in the last seven years when opposition to the Charity Commission has not been successful in either House of Parliament. The question at issue was "County Councils *versus* Lockwood Bill Promoters," and the figures on division might teach even Dr. Scott a lesson. The working of Section 1 (1) *e* of the Technical Instruction Act, 1889, provided the field of battle. By that clause the Local (Technical) Authority, when it aids a school, must be represented on the governing body in a certain proportion "for the purposes of this Act." The Charity Commission, however, in 1892, on the initiative of the County Council of Surrey, decided that the clause, while quite adequate for technical institute purposes, was absurd when applied to an endowed school. Strictly interpreted, the words of the section would enable a general body of secondary school Governors, when electing a headmaster, or clerk, or when fixing the salaries of form-masters or the fees of boys, to call upon the County Council Governors to withdraw from the room, as the matter in debate was not "technical instruction." The Charity Commissioners, therefore, knowing well that the County Council Governors were probably the most useful of the whole body, agreed to promote "omnibus" amending schemes, giving the County Councils the right to appoint a *few* Governors under the Endowed Schools Act—*i.e.*, for *all* purposes for all endowed schools which they aided in their county. This has gone so far that on the Boards of a large majority of the schools of the second grade in England there sit at present from one to four County Council Governors acting on a complete equality with the other members of the governing body. Of course this means that, as Sir John Gorst put it, the Local (Technical) Authority, when operating in connexion with an endowed school, acts as an authority for "all secondary education . . . short of the dead languages." The Staffordshire County Council, using and aiding this school in the county borough of Walsall, justly demanded this "for all purposes" representation as a return for its grants. Naturally the ecclesiastical consenters to the Lockwood Bill, and Colonel Lockwood himself, saw a belated chance of proving that secondary and technical were different, and tried to reduce the Staffordshire councillors to a position similar to that given to Irish members under the "in and out" clause of the Home Rule Bill.

It is gratifying to find that this manœuvre—we hope not engineered by the Incorporated Headmasters—enabled Prof. Jebb and Mr. Hobhouse to separate themselves from their late associates, and thus support the Government and the County Councils. A study of the debate of August 27, 1899, will show plainly that the words of the Act were intended to "delimitate" "technical" from "elementary" education by securing that where elementary school managers use their schools in the evening for technical work they can safely associate others with them for the latter purpose without risk of interference in their (denominational) day school. Unless secondary is taken to imply denominational, there can be no reason for extending the restriction of the clause in its direction.

A MORNING contemporary has been airing the subject of food in women's training colleges, with a strong leaning to the view that women students are overworked and underfed. Of course there are colleges and colleges; but there is reason to suppose that catering is one of the departments in boarding and feeding which is done best by men, and we fear that in most women's colleges women are responsible for this branch. Be this as it may, the great demands now made on students—demands both mental and physical—necessitate a varied and excellent dietary, food well cooked, well served, plentiful. We fear that the sectarian colleges, despite the improvement visible in recent years, have in some cases a good deal of leeway to make up. And there is no good reason why the Government should make any distinction between men and women in the colleges. The grant is £50 for a man's education, board, and lodging; £35 for a woman's. If women eat less than men, it might well be maintained that the difference should be made up in quality.

VIEWS on catering are various as *menus*, as the *Journal* pointed out when the *Westminster Gazette* gave voice to complaints on the manner in which boys are fed at the public schools. Seated at the breakfast table, during our just concluded holiday, beside a scholar of one of the most famous of these [Rugby], we thought it our duty to inquire into the commissariat. Our mind is well prepared for the hearing of youthful views, in that it entertains a doubt as to the ability of the young person to judge of a good and suitable dietary. Somewhat to our surprise he answered: "It's ripping; just as good as we get at home, and lots of it; couldn't be better." Of course boys and girls, and older students too, invariably compare with the home table, and usually the verdict of good or bad is passed by comparison with this best known standard.

AS if in answer to one of our Notes last month, in which we congratulated the Duke of Devonshire on the progress of his studies as Minister of Education, his Grace, in speaking the other day at Presteign, deprecated any idea that he was an educational expert, or that he was able to suggest any means by which the desiderated improvement in education could be carried out. But there are experts and experts. We quite agree with the Lord President that an expert of the narrower and technical sort is not the man to place at the head of a Government Department. We do not want a schoolmaster or professor, however profound his studies in educational science, or however thorough his experience in school management; but we want a man who can bring to the problem of the better organization of education that political *flair* and administrative experience which enable our statesmen to tackle indifferently finance, foreign affairs, the colonies, the Post Office, or the fleet.

This is just what the Duke can do, and in this sense he is an expert.

ANOTHER part of the Duke's speech gives us pause. He implied that technical education was the only section of the problem in which he was interested. He admitted he was an educationist, and so far open to suspicion, inasmuch as he was deeply impressed with the national importance of the better training of the people in science and art as applied to our industries and to our commercial position; but for the rest he pleaded not guilty, and he took the same line with the London Chamber of Commerce. He was quite convinced of the need of better commercial education, and hinted that he might have suggested a Government grant were he not in fear of the Chancellor of the Exchequer, who, in all matters that did not concern the Army and Navy, was a perfect paragon of economy. This is all very well for a hustings speech. But, if England is to follow the lead of other countries which, in the Duke's words, are more alive to the close connexion between efficient schools and commercial supremacy, the Minister of Education must do more than pass a Bill of organization. It is his duty to persuade Parliament that the Imperial Exchequer must pay at least part of the cost of improvements.

THE London School Board are still fighting against the operation of Clause VII. in London. They recently sent out a circular to all their schools and local managers conducting Science and Art classes, asking them to be sure, in their choice of examination superintendents and of special local secretaries, that the persons appointed were favourable to School Board claims. As a matter of fact, in the past the School Board has had it all its own way in these appointments, and special local secretaryships in particular (where half of the very substantial salary is paid by the Department and half contributed by the schools using the centre) were used as very pleasant rewards for School Board services. The system of selecting these officials is, by South Kensington rules, for each school using the centre to send a representative to a meeting, and for the voice of the majority to prevail. Possibly the School Board had two or three schools in a given district all of whose representatives would vote solid, and so put in their man in opposition to the choice of the polytechnic or voluntary school. Now, however, the rule is that the Clause VII. authority has all the votes for all the schools it aids, and thus practically acquires the whole of this very considerable patronage. In London alone there are nearly a dozen appointments worth close on £100 a year each, which will thus pass practically from the control of the School Board to that of the County Council. In rural centres, where the "special" is usually the same person as the ordinary local secretary, the County Council acquires incidentally the right of appointing the local officials for general technical purposes all over its area. As it also has the right of vetoing the appointment of any member of any local committee which carries on Science and Art work, the very large coercive powers now delegated from those whose distance prevented their exercise to those who can and will use them will be apparent. No wonder the School Boards, disestablished and disendowed, fret and fume against the position.

WE have just come across the following elegant sentiment:—"The highest commendation, however, is due to the 57 (primary) schools, or 45.9 per cent. of the whole, which have successfully overlapped secondary education by adding specific subjects to the ordinary syllabus of work and cookery or laundry." This comes from the

report of the organizing master to the Rochester Diocesan Board of Education, and not, as one would suppose, from Mr. Lyulph Stanley or the *School Board Chronicle*. The writer certainly goes on, after giving "the highest commendation," to doubt the wisdom of "overlapping secondary education"; but what is really open to doubt is the wisdom of the whole of his remarks. To commend "overlapping" is practically to advocate waste of public money. For voluntary school people in particular to do so is to play into the hands of the School Boards, and condone their extravagance, if not their illegalities. But, besides the political injudiciousness of these remarks, the educational folly is equally startling. To teach small children cookery and laundry-work is no more overlapping secondary education than to teach them drawing and needlework, which are compulsory subjects under the Code. This frame of mind, which "delimitates" primary from secondary by means of schedules of subjects, instead of regarding the two as separated, and that very slightly, on lines of method, objects, and age, is one of the worst educational heresies of the day. It practically is an expression of the old obscurantist idea that elementary education consists of the "three R's" (a view still held by farmers), and that secondary education is everything else, and is consequently unfit for the working man's child.

MR. G. W. STEEVENS, in his *Daily Mail* notes on India (we are indebted to the *University Correspondent* for the quotation), comments severely on the higher education in Bengal. The examination papers set by the Calcutta University, he tells us, are a direct encouragement to pure cram, and require nothing but an act of memory to answer them. He vouches for the story of a candidate for the M.A. degree who gave flawless translations of all the passages set, but his rendering generally began a few lines before the printed text and finished a few lines later; the explanation being that he had learned the crib by heart and found his bearings by help of proper names or some *memoria technica* of his own. "After all," adds Mr. Steevens, "the same thing has been done at Oxford and Cambridge," and still more at the University of London. But the sting of the story is yet to come. The examiner discovered the imposture, and plucked his man. The candidate appealed to the governing body, who, with a full knowledge of the facts, overrode the examiner's decision, and insisted on his being passed in Latin. This beats the "Heathen Passee."

WE hear that the London University Commissioners have decided to establish faculties in Psychology, Political Science, Engineering, and Economics. Why not one in Pedagogics, as at Edinburgh, St. Andrews, and the University of Wales? Whence the stipends of the new professors are to come is not apparent.

BEDFORD, with its enormous educational endowments, has been obliged to form a School Board. The opening of the first school under the Board gave the Duke of Bedford an opportunity of making some remarks of general interest, though he does not pose as an expert. But, like many speakers on the subject, he does not realize that each suggested improvement means extra expense; and the bogey of the ratepayer rises in the background. It is quite true that parents ask what is the use of the child remaining at school after the age of eleven. It is quite true that the teacher ought to be able to make a convincing reply. But with book-learning run mad, with the neglect of all physical and practical training, he cannot do so. Let

the children, says the Duke, make list slippers, and wear them in school while their boots are being dried. Let the packages of sandwiches be kept in properly ventilated closets—an excellent suggestion which we recommend to secondary day schools: only, be it remarked, drying-rooms and ventilated shelves cost money. We fear most ratepayers would oppose what they would consider unnecessary luxury.

IT is nothing short of amazing in these days of examination to find headmasters themselves advocating an addition to the list. We know one school in which during this term seven separate examinations will be held, some extending over several days, and all interfering with the regular work of a part of the school. Emanating from Canterbury there is to be an attempt to bring secondary schools within the scope of the diocesan Boards of Education. This means—of course, “with the least possible interference with the individual character of different schools”—that the religious teaching in secondary schools should be inspected and the results examined by diocesan inspectors. We quite agree with the Archbishop that “unexamined teaching is very distinctly inferior to examined teaching.” But let us have a further definition. Scripture history and Church doctrines may be taught and examined. But it seems to us that the very effort of organization implied will divorce practice still further from teaching. Religion is an influence pervading the whole school-life. It is taught or not taught in the chapel, playing-field, form-room, and study. Its result is seen but cannot be measured in terms of examiners’ appraisement. The mere fact of making religion a school-subject destroys its very essence. Archdeacon Wilson, when Headmaster of Clifton, used to boast that none of his sixth had ever gained a distinction in Scripture in the first Board Examination. We hope the headmasters of other dioceses will not be carried away by their colleagues at Canterbury.

ONE of Dr. Garnett’s inquiries as Secretary to the London Technical Education Board has resulted in the disclosure of another reason why London Board-school boys continue to overcrowd the cheap-clerk market. Rents for workshops in London are so high that masters cannot afford space for apprentices, who take up room without earning a proportionate amount. Consequently the skilled labourer, who has already learnt his trade, is imported from the provinces. And so it is less easy for a London boy to get into a trade, even into his father’s, than for a provincial boy. The London boy becomes a clerk, or else for a few years an errand boy, and then drifts into the ranks of unskilled labour. Dr. Garnett has no immediate remedy to suggest; but probably the development of trade schools, which are already taking the place of apprenticeship, will be further continued.

WE should be glad enough to see a good weekly newspaper dealing with the interests of secondary education. But it is quite certain that *Education*, under its new management, does not fulfil the conditions necessary to success. The registration of plumbers may prove of importance to the householder, but it is scarcely sufficient to supply a week’s mental *pabulum* to the secondary teacher. A quarrel between School Board and Town Council in Aberdeen may be interesting as an object lesson for Southrons, but, if served up as the joint, it will seem a Barmecide feast. We wonder if the members of the I.A.H.M., who presumably form the bulk of the subscribers, are better satisfied than they were at the Guildhall in January. The paper is also the organ of the A.M.A.;

but it is little wonder if subscribers are rare among its members.

WE fancy that not a few headmistresses will try the recipe for a home-made newspaper furnished this month by an occasional contributor. In one or two particulars it seems to us capable of improvement. First, the interest in it would be greatly increased if the girls themselves, and not the mistresses, were the chief contributors. Secondly, the exclusion of all Parliamentary intelligence is hardly justified by the reasons given. Schoolgirls do not care for politics because they are not taught at home to care, and this indifference should be corrected, not encouraged, at school. It is no less shameful for a girl than for a boy not to know the name of the Prime Minister or the meaning of a Liberal Unionist. And there is no difficulty, if it is thought desirable, in giving a colourless account of the Budget or the Board of Education Bill, or even of the last debate on clerical conformity.

TECHNICAL EDUCATION.

THE number of County Education Committees issuing annual reports, it is satisfactory to note, continues to increase. And, in nearly all cases, the reports are drawn with care and discrimination. They bring to a focus the innumerable and otherwise disconnected activities which go to make up the many-sided work for which the Local Authority is responsible. In educational administration, at the present time, the one thing needful is to see things whole—to reject the superfluous and develop the essential; to legislate, not for immediate results or the vanity of members, but for the establishment of a permanent and reasonable system. County Education Committees have now been at work seven or eight years, and they have not been the slaves of a code, the creatures of a Government Department! On the contrary, they have been, and are, for practical purposes, free to think and act according to their capacities. A County Education Committee, therefore, can immediately respond to the dictates of experience and modify its policy as occasion may demand. And it is not the least important function of the annual report to distinguish the superfluous from the essential and to indicate the lines of progress.

IN this respect the sixth annual report of the Education Secretary for Durham is of particular interest. In this county the question of inspection has been courageously faced, and answered by the systematic visitation of all the classes aided by the Council. The cost is not, after all, extravagant—£796 for the payment of £6,876 in grants to technical classes—and the Education Committee is well informed in its work. The report contains a large number of suggestive extracts from the pens of the inspectors. A matter which must soon engage the serious attention of those concerned in providing instruction for evening students is that of the ability of the individual to profitably pursue the course of study for which he desires to enter. “The too general wish of the students to obtain specialized instruction,” writes the Durham Secretary, “when not possessing the needful grounding in preparatory and allied subjects, results in many elementary stage students becoming disheartened and dropping out of the ranks before reaching the advanced stage.” It results, too, in great waste of public money. Let us, by all means, promote the policy of the “open door” in education, but we should only admit by payment those who do not possess the necessary mental equipment. In the long list of subjects recognized by the Durham Committee, two or three only appear to be of doubtful character—leather-work, for instance, and photography. Of the students attending classes in the latter subject the inspector reports not one “is making, or intending to make, his livelihood by the actual practice of the subject taught.”

THE Durham County Council spent over £4,000 upon scholarships and exhibitions, and aided secondary (day) schools to the sum of £1,452. With the exception of Durham School, in the enviable position of needing no assistance, the only public secondary schools in the county not working in connexion with the County Council are those of Houghton-le-Spring and Wolsingham. Both, it is said, are suffering from lack of (1) sufficient funds, (2) public support, and (3) modern enterprise. Neither possesses apparatus or rooms for experimental work in modern science—facilities within their reach by aid of the county funds. The reluctance of these foundations is contrasted with

the attitude of the larger School Boards of the county, who have brought their higher-grade schools under the Council's regulations. But the contrast is not altogether, perhaps, to the disadvantage of the grammar schools. They may have souls to be saved and bodies susceptible to kicking!

THE Staffordshire Technical Instruction Committee, during 1897-98, made grants to grammar schools amounting to £980 and spent £1,947 on scholarships. In glancing at the introduction of the report one is disposed to ask for the definition of "a student." The total number of students, it is said, has risen from 14,894 to 18,670, being an increase of 3,776 on the year, or about 20 per cent. We are assured that those attending single lectures have not been included; but apparently "the student" of "poultry-keeping" or horticulture, to the extent of two or three lectures, enjoys that privilege. However, more than half of the total number of students were attending classes in urban districts, and probably the larger proportion of these were under systematic instruction.

THE sum spent on technical education by the Staffordshire County Council was £17,443, and of this sum more than half is administered by the central office, and the remainder by authorities in urban districts or committees in rural districts. The scheme is comprehensive, and in nearly all respects, no doubt, of increasing value to the county. As the Director suggests: "In future, as the students will gradually come to the classes better prepared, more work of an advanced character will be taken, and the cost of instruction per head will be increased. The numbers in certain departments may, therefore, be smaller, though the work as a whole may be more satisfactory." In education, as in other things, the many are called and the few chosen.

THE expenditure of £4,849 by the Bedfordshire Technical Instruction (Executive) Committee might be made more intelligible by the addition of a summary to the annual report. A considerable amount appears to find its way to the support of "popular varieties," to the exclusion of more serious educational work. Cookery, laundry-work, wood-carving, and the like, are all very well in their way, but they are scarcely satisfactory as the main lines of a county educational system. The Bedfordshire Committee does not appear to encourage evening continuation schools, offer scholarships, or aid secondary education, except in Bedford, which has the reputation for exceptional facilities. The Ridgmont Farm School—in which the County Council have invested a capital of £3,000—cost nearly £800 to maintain, and for this sum about eighteen scholars appear to have been trained. It is somewhat difficult to understand the object of this expensive training at the public cost. Of eight scholars who have completed the course, four appear to be farm hands, one on a poultry-farm, two railway employees, and one a factory hand. Of seventeen now in the school, eight are the sons of labourers, three of farmers, one of a gardener, five being the sons of tradesmen, &c.

WHERE does this kind of agricultural training lead? It is the business of the farm hand and the labourer to work, not farm. And manual operations can be learned without cost to the country. If, however, the object is to produce captains of agriculture, the best preparation is a sound secondary education supplemented by a collegiate course in agriculture in a local University college.

THE seventh annual report of the Cumberland Technical Education Committee is a well arranged and interesting record of useful work. Eighty-two evening continuation schools, with an average attendance of 13 scholars, earned £1,442 from the Education Department, and £205 from the County Council. The re-adjustment of the Council's grants under which the Department's "aid" is "made up" to a certain maximum worked well, and, while saving the county over £600, gave urban schools 6s. and rural schools 4s. per hour for their teaching. Thirty-nine manual and technological classes, with 531 pupils, earned £9. 12s. per class. In ambulance, 16 classes had an average of 25 students, the cost of registration and examination only being paid by the County Council. Under the Science and Art Department there were 56 classes in science and 18 in art, the number of students examined being 508 in the former and 341 in the latter. The grants paid to these classes amounted to £885, of which sum £450 was paid by the County Council.

THE Farm School under the joint management of the Councils of Cumberland and Westmorland continues to secure a good number of pupils and to do useful work. The short courses of instruction in agriculture and in dairy work attract the class of persons to whom such instruction is likely to be of practical value.

It was the Devon Technical Education Committee that, in its early days, confused technical instruction with University Extension, and astonished its rural population with a torrent of higher teaching. The

report for the year 1897-8 shows that the Committee is promoting evening continuation schools with equal zeal and enthusiasm. More than half the report is concerned with an elaborate analysis of the work of the evening schools. It is shown that the number of schools has increased each session, and that the average attendance, the average number of hours of instruction, and the proportion of scholars attending well have all increased; but that the average cost—no matter whether per school, per scholar, per hour of instruction, or per hour attendance—has been diminishing uninterruptedly. This, we gather from the report, is regarded as gratifying. If it is the object of a County Council to scatter the rudiments of knowledge to the many, at the rate of 1'654 pence, or less, per hour attendance, then we may rejoice that Devon has succeeded in doing so. But evening schools, if organized with a view to sequence or continuity of study, ought to tend to cost more, not less, per student. Evening continuation schools will prove to be of little educational avail if we are content with the empty satisfaction of numbers. They must be simplified, systematized, and graded, with a limited syllabus designed to afford a definite preparation for special or advanced instruction, if they are to represent an effective influence in the field of national education.

THE GERMAN SYSTEM OF TRAINING CHEMISTS.

DURING the past three years there has been considerable discussion in German educational circles concerning the system and methods of training analytical and technical chemists; and those whose duty obliges them to read the German papers which deal with theoretical and applied chemistry will have noticed with surprise the heat which is being imported into the controversy. As it is pre-eminently in the field of chemistry that Germany has won such industrial successes in the past, and since we in this country are supposed to be engaged in remodelling our system of training in this branch of science upon the German plan, a brief description of the German system, together with a short summary of the facts and arguments used by those who desire to see some changes introduced, may interest both educators and students.

The German youth who, either guided by his own inclination or his parents' wish, has decided to take up chemistry as a profession, may undertake the study of this science at a University, or at a *technische Hochschule*. In the former case, it is essential that he should possess the *Abiturienten-Zeugnis* of a Gymnasium, the German equivalent for a "Matriculation pass" in this country. Possessing this, the young German science student is free to enter any University in his country, and his course of study when completed usually wins for him the "Doctor of Philosophy" degree.

The entrance standard of general knowledge required by the *technische Hochschule* is, on the other hand, not so high, and the ordinary courses of study in these do not confer any degree upon those who have undertaken them.

The Universities thus obtain the pick of the students who have decided upon chemistry as a profession, and there are but few German youths who, after a *Gymnasium* course, elect to continue their studies at a *technische Hochschule*. The historical and social attractions of a University town, together with the prospect of being greeted at some future date as "Herr Doktor," give the Universities a very decided advantage in the educational competition.

The German youth who enters a University with the purpose of taking a degree in chemistry, usually spends the first two years in attending the regular course of lectures in physics, mineralogy, and chemistry, and in practical work in the chemical laboratories. During this period he is subjected to no examinations, being entirely his own master as to his lecture and laboratory attendance, and the amount of progress he makes is largely dependent upon his own powers of application. The German University custom of spending the first *Semester* at the University in enjoyment is also one which has decided drawbacks from the educational point of view. But this period ends; and during the latter half of his University career the embryo Ph.D. works with a zeal and a closeness of application which are admirable. The change is due to his promotion to the organic chemistry laboratory, and to the commencement of the practical work upon the *Thesis* which is to gain for him his degree. If he has luck, the particular investigation upon which he is engaged may be finished within the year. The young

student then completes his University career by a few months' preparation for the *viva voce* examination of three hours' duration—this being the only examination he has to face during the whole of his University course.

But all students are not so lucky, and I have known German students who have devoted two and a half years' unremitting work to their *Thesis* without reaching the end of their labours. The greater number, however, complete their course, and attain their degree in from three and a half to four years, and they are then, at the age of twenty-two, or twenty-three, ready for the one year's military training which precedes their entrance into the industrial or professional world. The *Thesis* is in ninety-nine cases out of a hundred chosen by the Professor under whom the student works, and is a problem in the field of organic chemistry. The young Ph.D. is therefore a chemist specially conversant with organic chemistry, possessing considerable skill in organic research work, but somewhat deficient in his knowledge of inorganic and of industrial chemistry.

The *technische Hochschulen*, with their students of a lower social standing and of less classical preliminary training than those drawn to the Universities, offer a course of study somewhat similar to that found in our English Universities. Plans of study extending over three or four years are carefully worked through by the young chemists; the range of subjects studied is much wider than in the University course; and periodic examinations (written, oral, and practical) are used to test the student's knowledge and progress. No research work is undertaken until the course of study is completed; and then, as in this country, the student is too desirous to be earning an income for himself, to voluntarily lengthen his period of study by the one or two years necessary for completion of a research *Arbeit*. The chemists produced by the *technische Hochschule* are thus men of wide and thorough knowledge in general science and technology, but lacking the peculiar training in continuous effort and mental alertness which is gained by research work in the field of organic or inorganic chemistry.

With the aid of chemists and chemical engineers, trained under either one or other of these two systems, the chemical industries of Germany have progressed by leaps and bounds during the quarter of a century which is about to close; and in the branches of manufacturing industry connected with dye chemicals and pharmaceutical preparations, Germany almost monopolizes the trade of the world.

It is, therefore, not without surprise that one learns of the agitation which is at present being carried on in Germany for alteration of the present system. A system which has assisted in the attainment of such excellent results in the past would seem to be beyond improvement. But Germans are looking ahead, and there are signs that during the next quarter of a century it will be in the realm of inorganic chemistry that the greatest triumphs will be won. Professor Van't Hoff, of Amsterdam University, has recently called attention to this fact,* and there is no doubt that Germans would have been gratified if the recent discoveries by Ramsay and Lord Rayleigh, and the valuable investigations of Dewar and Moissan had taken place in their country rather than in England and France. The electric furnace, and the application of electrolysis to chemical manufactures, also promise to revolutionize certain industries; and here again the chemical knowledge required is inorganic and not organic. The party who favour certain changes in the present German system are, therefore, looking to the future rather than to the past; and their chief desire is to improve the training in inorganic and technological chemistry of the Universities. The reforms which they desire to introduce are two:—

1. The establishment of chairs of chemical technology at German Universities.

2. The institution of a compulsory examination at the end of each period of University study, by which the student's progress and knowledge may be tested.

Dr. Böttinger, the German Minister of Education, is the chief exponent of these reforms, and is being supported by such well known men as Profs. Nernst and Klein, of Göttingen University. The leading opponents of the proposed changes are Prof. Ostwald, of Leipzig, and Prof. A. von Baeyer, of Munich; and at the annual meeting of the German Society of Electrochemists, held in Munich in June, 1897, these two speakers carried the Society with them, although Dr. Böttinger was

present, and spoke with considerable vigour upon the opposite side.* The first of these changes has, however, already been decided upon, and chairs of technological chemistry are to be forthwith founded at some of the leading German Universities. The second reform is still *sub judice*, and it is more than doubtful whether the objection of German University professors to anything in the shape of an examination system can be overcome.

A voluntary scheme has, however, been drawn up by Prof. A. von Baeyer, of Munich, founded upon that in existence at Munich University. The examination includes an oral test in inorganic and organic chemistry, and practical work in qualitative, quantitative, and volumetric analysis. Twenty Universities have already adopted the scheme of examination, and two hundred and twenty-four students have, since April 1, 1898, submitted themselves for this voluntary test of their knowledge.

In addition to the above two reforms, a third has recently been the subject of a lengthy correspondence in the columns of the *Chemiker Zeitung*.† This relates to the training of chemists of the second rank, who might prove useful as laboratory assistants and as foremen in the chemical industries.

In this country we have a plethora of such men; in Germany, hitherto, a half-trained chemist has been a *rara avis*. The supporters of the proposal urge that such men, under fully trained chemists, would be distinctly useful, and would be able to undertake much of the routine work in industrial laboratories. The opponents urge with vigour that Germany occupies her present leading position owing to the thoroughness with which she has trained her chemists in the past; and that to depart from this educational principle now would be a fatal mistake.

If the changes which have been outlined above are ultimately carried out, they will cause the English and German system of chemical training to approximate, and there will be less inducement for English chemists to continue their study of the science abroad. If certain reforms were also introduced into the regulations of English Universities, whereby original research work could be made the basis of a B.Sc. degree for those who desired to undertake such work without unduly prolonging their period of University study, the two systems would be practically identical. In a later article the writer hopes to return to this subject, and to point out the disadvantages of the present system of study at English Universities for chemists who wish to obtain their degree in Science, while at the same time specializing in their chief branch of study.

JOHN B. C. KERSHAW, F.I.C.

THE WISDOM OF THE VICAR.

IT had been talked about for some years, and the Squire had recently been heard to say he thought it would be a good thing. But the Vicar pooh-poohed the proposal. "What, I should like to know," he said to Farmer Scott, "do parents know about education?—they've got quite enough to do to feed the brats; we'll educate 'em."

Nonconformity was, however, a power in the parish—strong enough to have maintained an undenominational school, had not the law decreed a conscience clause. However, the Church occupied the field with school places in plenty; and the Nonconformists were poor. Everybody knew, of course, who was the master of the school. The nominal Master was in all things the Vicar's obedient servant—reluctantly obedient at times, but still his servant.

The matter took definite shape when Blake the blacksmith—who, by the way, has no children of his own—declared at the end of a long evening in the snug of the "Pig and Whistle" that he'd tackle the Squire on the first opportunity.

The snug of the "Pig and Whistle" was the effective Parish Council of Long Sloppington. It was the scene of many a slow debate, of reiterated story; a centre of free gossip and of sweeping criticism. The School and its management were periodically discussed.

In its corporate capacity "the snug" did not hold with com-

* *Chemiker Zeitung*, November 12, 1898, page 971.

* *Zeitschrift für Elektrochemie*, Vol. IV., page 8.

† *Chemiker Zeitung*, November and December, 1898.

pulsory schooling. If its deepest convictions stood confessed, it had not much to say for schooling on any terms. Life was viewed within the narrow radius of the village, within the simple needs of unexact days. Those who have never been abroad, never heard an unknown tongue or seen a foreign book, may have a pardonable scepticism for the value of learning a modern language. To those of the "Pig and Whistle" education was a modern language, for which they found no practical use.

The Free Education Act was the immediate cause of the revived agitation. Nobody in particular wanted the schoolmaster to work for nothing; but Berridge the gardener, whose brother was a member of a Radical Club in town, said they had a right to demand it. Berridge and one or two more *had* demanded it, and the result was unexpected. "Yes," said the Vicar, when they approached him, "you shall have free education for your children if you insist upon it, and there shall be no mistake about it." And there was not. The half-dozen children of these exacting parents were isolated from the paying scholars. They sat on the conspicuous form reserved for offenders; they were taught and bullied by the youngest pupil-teacher and derided by their compeers. Before the week was out the legend "Free Education," which had been hung over the reserved bench, was taken down. The form was vacant. But the snug of the "Pig and Whistle" was indignant, Berridge especially; hence the revival of an old claim and the blacksmith's undertaking.

When a public meeting was announced to consider the election of a parent on the School Management Committee, the snug was jubilant. Blake was complacent. The triumph, all agreed, was to be celebrated with "double drinks," standing, and the blacksmith was favoured as the parents' advocate and the children's friend.

"There are many things," he said, "that want eradicating, and, as the poet wrote, I don't care who makes a country's laws if you let me manage her schools. I never had no call for schooling myself, and I don't happen to be a parent; but what I say is, if parents don't know what's best for their own children, who does?"

It was unanimously resolved by the snug that Blake should be the parents' representative.

For a place remote from the noise and bustle of a busy world, like Long Sloppington, the meeting was well attended. Parents old and young, parents prospective and retrospective, gathered together, some with convictions on the question, others curious to see how the Vicar would take it. He entered with Squire Craven and Farmer Scott.

The Vicar took the chair. He was, as every one could see, in a good humour. In his lengthy introductory remarks he talked about the value of education, the importance of religion, and the shortcomings of parents. "Parents," he said, "invariably neglect their responsibilities, especially in regard to the education of their children. They send them to school, not to be taught, but to get them out of the way. It is, therefore, dear friends, with the greatest satisfaction that I and my colleagues learned of your desire to appoint a representative on the Committee of Managers. We regard it as a most encouraging indication of an increasing interest among you in something which closely touches the future lives of your children."

Squire Craven, of course, endorsed everything the chairman had said.

"And now," said the Vicar, "I shall be pleased to receive nominations for this important office of parents' representative."

Blake, the blacksmith, was briefly proposed and seconded.

There being no other nomination—"Before I submit the name of my excellent friend to the meeting," said the Vicar, "perhaps I ought to indicate the nature of the duties which will be assigned to him when he becomes a Manager. We each have our duties, of course. Farmer Scott, for example, collects subscriptions. Squire Craven periodically visits the school and signs the register. As regards myself, I have been acting both as correspondent and treasurer. In future these offices will be separated, and we have decided to appoint the parents' representative treasurer. The account at the bank, I regret to say, is overdrawn £50 or £60—it usually is; but doubtless my excellent friend Mr. Blake, when he has been elected, will have no difficulty in advancing this money."

The meeting was silent and staggered. Blake was seen to rise and heard to utter an incoherent protest about things that ought to be "eradicating," finally declining to stand, "not

being a parent and not having time." There was no further nomination.

The snug of the "Pig and Whistle" that evening, out of respect for the blacksmith's feelings, discussed Fashoda. But ever and anon, as he orated, there was a suppressed chuckle at the thought of the Vicar's merry jape.

COLONIAL AND FOREIGN NOTES.

AUSTRALIA.

There has, during the past three months, been a considerable stir in educational centres throughout Australia, and particularly in the colony of Victoria. The systems of education, both primary and secondary, have been submitted to exhaustive criticism at the hands of the daily press of that colony, and comments of a strong and uncompromising nature made. Australians are nothing if not practical, and the demands of commercial competition have given their educational aspirations somewhat of a utilitarian character. The tendency is to belittle primary education as a training of the brain for intellectual activity, and to graft upon it a thorough training in handicrafts and general technical pursuits. As one paper has put it, the Victorian State school "is characterized by the old, faulty ideal—brain culture only." So strong has become the demand for the grafting of technical instruction on to the State schools that some time ago the Minister of Education was induced to permit an experiment to be tried with a view to ascertaining how far schools could be grouped for graded teaching. As there were then some thirty thousand scholars in the fifth and sixth classes of the schools, it was suggested that, on pupils joining Class V., "the Department should request parents and guardians to state what department of life the children are destined for. If the answer be agricultural, commercial, mechanical, industrial, or professional, then the further studies of the child should be directed towards fitting him for his future calling." The districts selected were the famous mining centre Ballarat, where some five State schools possess over five hundred pupils in the fifth and sixth classes; the adjoining town of Ballarat East, with 371 scholars in these classes; and Port Melbourne, near the capital of the colony, with 536 scholars. A circular was sent to the parents classifying various callings under suitable heads, and asking them to make the selection for their lads or lasses. The parents readily responded to the request, and the following is an analysis of their replies:—

City of Ballarat.—Agricultural: Boys 8, girls *nil*. Industrial: Boys 97, girls 112. Commercial: Boys 76, girls 22. Professional: Boys 49, girls 69. Undecided: Boys 2, girls 1.

Town of Ballarat East.—Agricultural: Boys 12, girls *nil*. Industrial: Boys 61, girls 62. Commercial: Boys 37, girls 10. Professional: Boys 27, girls 11. One blank return.

City of South Melbourne and Town of Port Melbourne.—Agricultural: Boys 10, girls *nil*. Industrial: Boys 132, girls 125. Commercial: Boys 111, girls 31. Professional: Boys 80, girls 70. Undecided: Boys *nil*, girls 14.

So far nothing further has been done; but the Minister of Education is accumulating all the data on technical education he can procure, and has instructed Prof. Lyle, who is now in Europe, to prepare a report on the subject generally. I had the privilege recently of going over the Swanston Street School, in the flourishing town of Geelong, where some six hundred children were paraded for my benefit. I was at some pains to go into the working of the school and its fruits, and, although it is evident that there is room for reform in some departments of the Victorian system, the result of my investigation was eminently satisfactory. The Swanston Street School is, I must add, typical of many others in the colony.

If the condition of primary education excites popular attention in Victoria, that of secondary education does so in only a slightly less degree. The evils arising from the existence of so large a number of small schools—one suburb of Melbourne alone contains over seventy—and the unsatisfactory arrangements connected with the Matriculation examinations, readily impress themselves upon the mind of any one who looks into the matter. During the past few weeks, I have had long conversations with Rev. H. Sugden, Master of Queen's College; Dr. Leeper, the Warden of Trinity College; Prof. Morris, the Professor of Literature at the University; with Mr. Linden, Headmaster of Geelong Grammar School, and other authorities on secondary education, and the following is the net impression resultant therefrom:—The Government having left secondary education uncontrolled, it has been taken up by the denominations and private persons, and is now in a chaotic state. Apart from the admirable Methodist Ladies' College at Hawthorn, controlled by the gifted author of "Fights for the Flag," the Rev. W. H. Fitchett, the two Anglican grammar schools at Melbourne and Geelong, the Wesleyan and the Presbyterian boys' and girls' colleges, there are no really dignified secondary

schools in the colony, and everybody and anybody seem to have been able to exploit the squatters and other colonists as they thought fit. Dr. Leeper believes in Government interference and control, and both he and Prof. Morris strongly advocate the certificating of secondary school teachers. "Why should the physician of the mind be less subject to certification than the physician of the body?" said the Professor as I sat in his cosy study a month or two back; and all the thoughtful educationists in the colony endorse that view. Very amusing was the picture given me by Mr. Linden of the mental condition of squatters' sons who have passed through the hands of incompetent teachers and then on to his grand old school at Geelong. The process of weeding out incompetent private schools and tutors should be gradual; but it is a vital necessity for the raising of the educational standard of Victoria. Even the few really high-class schools mentioned need many reforms. The colony is so small that the scholastic profession hardly offers sufficient inducement for "briny" men to qualify for the second positions in the schools. Consequently it is difficult to get a good type of teacher, and the education given suffers. This defect, however, cannot be remedied till Victoria grows wealthier or the Government subsidizes the alleged public schools—a proceeding which is very unlikely to come to pass. A Government which cannot afford to be represented at the Paris Exhibition, and which does not aid the affiliated colleges at the University, is not disposed to finance grammar schools.

There is, however, another defect which can be remedied if the religious bodies who are supposed to rule the big schools are willing to adapt themselves to business requirements. I refer to the system of "farming" schools, by which the headmaster is practically given the school and its affairs as a business and told to run the concern and make what he can out of it. Some of those whose pockets and love of power this arrangement suited supported the system; but the more thoughtful were dead against it, and considered that household matters ought to be without the province of the headmaster and that the under-masters ought not to be entirely at the mercy of the "head." I pointed out in the January issue that "farming" had been abolished at the Melbourne Grammar School, and I am pleased to note that the new order of things works well. Mr. Linden, of Geelong, declared that "the power of dismissing the under-masters must be left to the headmaster. I would not be 'head' unless such was the case"; but not all—I doubt if a majority—of Australian dominions share this view. The "farming" system is doomed, should in years to come the Government yield to the pressure now put upon them by enthusiastic educationists.

I now come to the Matriculation trouble, a trouble which rouses the anger of everybody with a soul above cramming. With the exception of students who declare they intend taking the Arts course at the University, no Matriculation candidate in Victoria is obliged to take Greek as a subject, and he or she may select any hotch-potch of six subjects no matter whether they are related to one another or not. Matriculation is, as I fancy I have remarked already, the be-all and end-all of Victorian middle-class education. University men are clamouring for reform, and many an excited talk have I had with them on the subject. Some despise Greek and welcome its decay, though when closely questioned it is easy to see that the fact is due to the low standard of culture prevalent amongst those for whom they cater. As matter of fact, the New South Wales system of examinations is far preferable to the Victorian system. In N.S.W. the Government organizes two series of public examinations—a junior and a senior—granting prizes, medals, &c. They are open to all the colony and to students from public, private, State, and secondary schools, and young people of all classes compete. Matriculation is an examination quite apart, and candidates are obliged to take certain fixed and definite subjects. The introduction of the N.S.W. plan into Victoria may be amongst the results of federation, but such is the jealousy between the two colonies that I doubt whether Victoria will learn her lesson from the mother State under other circumstances. Mr. Hogue, the Sydney Minister of Education, and Mr. Barff, the Registrar of the University, both regard the public examinations as meeting the requirements of candidates which in Victoria are limited to Matriculation. It is difficult to get Victorian secondary educationists to move as an organized force, like their brethren across the border, and until they do I presume the farcical Matriculation examinations will continue. There are signs, however, that educational ideals are getting a firm hold of the Australian mind as the country progresses towards nationhood. The fact that part of the Queensland Government ticket upon which the March elections were fought is the establishment of a University at Brisbane is a straw showing the way the wind blows. The greatest leavening force, however, is the growth and permanence of the federal spirit.

CANADA.

The annual report of the Minister of Education for Ontario has just been submitted to the Legislature of that province, and contains a very comprehensive and satisfactory account of the progress in education during the past year. The school population of the province is now

590,055, while ten years ago it was 611,212, and it is worthy of note that this decided decrease is due to the opening up of the territories in the North-Western part of Canada, the free grants of fertile lands, and the discoveries of valuable deposits of coal, copper, and gold having attracted many families. But the percentage of average attendance to the total number attending school has risen in these ten years from 50 to 56 per cent. There are 5,669 public elementary schools, 340 Roman Catholic separate schools, 105 kindergartens, and 18 night schools. On these public schools about four millions of dollars were expended. The statistics show a steady decrease in the number of men employed as teachers, and a much larger increase in the number of women. During the past year there were 2,690 men, a decrease of 36; and 5,686 women, an increase of 158. The average annual salary of a male teacher was 391 dollars, a decrease of 9 dollars; while that of a female teacher was 294 dollars, an increase of 3 dollars. The curriculum of these public elementary schools consists of reading, writing, arithmetic, drawing, geography, music, grammar, history, physiology and temperance, drill and calisthenics, book-keeping, algebra, geometry, botany, elementary physics, and agriculture.

The secondary schools are known as high schools, of which there are 93, and an advanced kind of high school, in which the head of each department is a specialist, to which the name of Collegiate Institute is given. These number 37, and are generally found in the cities and large towns of the province. The city of Toronto (population about 220,000) has three splendid Institutes. In these secondary schools there are 24,390 pupils and 579 teachers, the average salary in the ordinary high school being 784 dollars, in the collegiate institute 1,068 dollars. The curriculum of these schools includes all the subjects required for Matriculation into the University of Toronto. These schools have been too much mere preparatory schools for the University, and an effort is being made to widen the curriculum and modify the method of teaching so that these schools may minister more directly to the wants of the people.

The sixtieth anniversary of Her Majesty's accession made a profound impression upon the people of Canada. The feeling of loyalty to the British Crown has always been strong in this country, but the treatment received from England in the early days of the colony, the manifest disregard of the interests of Canada in treaty negotiations, and the decided lack of interest in her efforts to build up a great colony, had somewhat cooled the ardour of all save a few rabid Imperialists. However, since the Jubilee, the preferential tariff laws, the Imperial penny postage, and the vigorous policy of the Liberal Government, the old feeling towards the mother country has swept over the land like a flood, and Canada is more than ever a devoted colony with the interests of the Empire at heart. This is apparent in the celebration of the birthday of the Queen, and every teacher in the land expects to hear the familiar words:—

"The 24th of May is the Queen's birthday;
If you don't give us a holiday,
We'll all run away."

When the April showers have brought forth May flowers, and the woods are filled with the singing of the birds newly returned from their Southern winter home, the average Canadian boy and girl long for the 24th of May, which seems to signify the freedom of Spring. This is recognized as the most popular holiday of the year among children, and the Minister of Education has taken advantage of its popularity and significance to set apart the day preceding in each year to be devoted to a consideration of the British Empire, especially in relation to the colonies. This is to be called "Empire Day," and from the lessons of that day we hope for a comprehensive, respectful, intelligent, and intense patriotism. This movement has been strongly endorsed by the Dominion Teachers' Association, and will become the law in every province.

FRANCE.

A WRITER in the *Manuel Général de l'Instruction Primaire* has unearthed in "L'Homme des Champs" of the Abbé Jacques Delille, published in 1800, the following picture of the village-schoolmaster of the time, an interesting replica of Goldsmith's:—

Il est, dans le village, une autre autorité,
C'est des fils du hameau le pédant redouté.
Muse, baisse le ton, et, sans être grotesque,
Peins des fils du hameau le mentor pédantesque!
Bientôt j'enseignerai comment un soin prudent
Peut de ce grave emploi seconder l'ascendant.
Mais le voici: son port, son air de suffisance,
Marquent dans son savoir sa noble confiance.
Il sait, le fait est sûr, lire, écrire, compter;
Sait instruire à l'école, au lutrin sait chanter;
Connait les lunaisons, prophétise l'orage
Et même du latin eut jadis quelque usage.
Dans les doctes débats ferme et remplit de cœur,
Même après sa défaite, il tient tête au vainqueur.
Voyez, pour gagner temps, quelles lenteurs savantes
Prolongent de ses mots les syllabes traînantes!

Tout le monde l'admire et ne peut concevoir
Que dans un cerveau seul loge tant de savoir.
Du reste, inexorable aux moindres négligences,
Tant il a pris à cœur le progrès des sciences !
Il caresse, il menace, il punit, il absout.
Même absent, on le craint ; il voit, il entend tout ;
Un invisible oiseau lui dit tout à l'oreille :
Il sait celui qui rit, qui cause, qui sommeille,
Qui néglige sa tâche, et quel doigt polisson
D'une adroite boulette a visé son menton.
Non loin, croît le bouleau dont la tige pliante
Est sourde aux cris plaintifs de leur voix suppliante ;
Qui, dès qu'un vent léger agite ses rameaux,
Fait frissonner d'horreur cet essaim de marmots,
Le bouleau, leur effroi — leur bienfaiteur peut-être !
Des enfants du hameau tel est le grave maître.
En secondant ses soins, rendez-le plus soigneux.
Rien n'est vil pour le sage ; un sot est dédaigneux.
Il faut dans les emplois, quoi que l'orgueil en pense,
Aux grands la modestie, aux petits l'importance.
Encouragez le donc ; songez que dans ses mains
Du peuple des hameaux reposent les destins ;
Et rendant à ses yeux son office honorable,
Laissez-le s'estimer pour qu'il soit estimable !

JOTTINGS.

THE Assistant-Masters' Association has passed the following resolutions on the Board of Education Bill:—(1) "That the Assistant-Masters' Association notes with satisfaction that Clause 2 (2) largely coincides with the resolution passed by the Association on January 14." (2) "That this Association considers it of urgent importance that the transfer of powers contemplated in Clause 2 (2) should take place as soon as possible." (3) "That the Assistant-Masters' Association regrets the permissive character of Clause 3 (1), and is of opinion that any inspection should be compulsory for all schools, and that the cost should be borne by the Board of Education." (4) "That the Assistant-Masters' Association reaffirms its resolution of January 14, that it is desirable that all inspectors of secondary schools should have at least five years' experience in those schools." (5) "That this Association notes with satisfaction that under the Bill a Consultative Committee is to be established." (6) "That the Consultative Committee should appoint, with the approval of the Board of Education, a Registrar who should, under the control of the Consultative Committee, make and keep the Register."

A MEETING was lately held at the Master's Lodge on behalf of the College Mission, the Master in the chair. The Missioner set forth at length his work, his wants. He wanted athletes to teach his East-enders cricket and football. But non-athletes could help. "For instance, a man came to me the other day and told me he was no good, as he was 'a regular rotter' at cricket and football; but I enlisted him to play chess." The Master nodded, and only fragments of the discourse had reached him. The Missioner ended. The Master woke and rose to the occasion:—"I have now the pleasure to introduce to you a gentleman who, if I may borrow the fashionable slang of the day, may be well described as 'a regular rotter' in all good works."

DURING its meetings this month, the Women's Liberal Federation will have submitted to the delegates on May 10 a resolution touching the inadequate accommodation in training colleges, the necessity for the protection of religious conviction by means of a conscience clause, and a recommendation that the principals of all women's training colleges should be women. In the list of training colleges given in this year's "Whitaker"—a list which does not seem complete—no woman's name appears as head of a Church of England college. Colleges that have women as their heads appear to belong to the British and Foreign School Society, the Wesleyan body, the Roman Catholics, or else to be undenominational. It certainly seems to be proved that women's colleges succeed best when placed under the control of qualified and efficient women.

THE International Council of Women, which meets in London during the end of June and beginning of July, devotes one of its five sections to education. Papers will be delivered on nine sections of education, such as "The Child," with sub-heads psychology, kindergarten, connexion between home and school life, parental responsibility, the teaching of mentally and physically defective children. Other sections will deal with University life, educational experiments in different countries, co-education, training of teachers, examinations, and so forth. A number of American ladies, amongst them Mrs. May Wright Sewall, who has long been head of a classical school for girls in Indianapolis, Susan B.

Anthony, Mrs. Stanton Blatch are expected to be present. There will also be representatives of women doctors, clergywomen, lawyers, factory inspectors, heads of prisons and reformatories. It is certainly courageous of the ladies to organize a congress whose sections are educational, professional, legislative and industrial, political, and social. Gigantic organizations are of American origin, and we shall watch their introduction here with some interest.

A CURIOUS point as to the rights of schoolmasters was raised in a recent action before the Lord Chief Justice and a special jury. A stockbroker in the City, Mr. Hollebone, who was the plaintiff, had sent his son to a school carried on by Mr. Adams, near Lincoln. He wished his son to have a holiday to attend a ball; but the defendant refused to allow the pupil to leave, on the ground that the matter was not one of urgency, and that to take him away would interfere with the discipline of the establishment. The plaintiff insisted on his son's having the holiday, whereupon Mr. Adams would not take him back, and Mr. Hollebone sued for breach of contract and a return of the school fees he had paid. The jury found a verdict for the defendant.

THE desire for sensation which is characteristic of American "society" seems to have extended to girl undergraduates if we may credit the following account from the *Morning Leader*:—"The senior girls of Wellesley College (the American Girton) gave a 'death's-head' party on the marriage of one of their class-mates named Isabella Wood. The directress's rooms were adorned with skulls containing candles, and draped in black and white. On the walls were crosses and papier-mâché dragons and devils, and a purple light was thrown on the scene by cauldrons in which burned alcohol and brimstone. Each girl brought all her old love-letters, and these were in each case read aloud by the owner, while the remainder, in chorus, sang "Miserere." Two of the girls actually grew hysterical during the proceedings, and screamed for air, upon which the entire party rushed out and rolled in a snowbank in the college park."

To students of psychology we would recommend the study of the following letter. It is a genuine unaided production, written by a boy, fifteen years of age, who, while living with a brother, in order to attend a day school, quietly went home to his parents without any formality of leave-taking. At the time there was a punishment due to him at school. The letter is addressed to the headmaster. "Dear Sir,—Last night my brother came down here on purpose to advise me to return to school. It was my own desire not to go to school again, and this desire was also wished by my mother and father. I must say I was never happy while living with my brother. Although we were brothers inwardly, we did not behave as brothers should to one another. Yet ——— says that my threats of running away have made him think, and I understand that he will treat me better in the future should I return. I have not altogether made up my mind to return (for it is left completely in my hands), but I feel so ill by the trouble of the matter that I dare not concentrate my mind too fully upon it at present. My desire not to return to school was not for hatred of school, but for the place in which I live; for I love the school, and respect the masters therein. As to the history which I had to write out, I can only blame myself. My brother thinks that I am afraid of the thrashing and history punishment which I understand I am to receive; but for these I attach little importance, for all I care is for my future life. Hoping to have your advice on the matter, I remain, dear Sir, your loving scholar, ———"

THE degree of Master of Arts, *honoris causa*, has been granted by the University of Cambridge to Mr. Yoxall (Secretary) and Mr. Clancy (President) of the National Union of Teachers.

THE Central School of Foreign Tongues, formerly carried on by Mr. Howard Swan, has been turned into a company with a capital of £5,000.

THE Technical Education Board has awarded a second scholarship (similar to the one recently given to Mr. Kahn) to Mr. Poole, of Merchant Taylors' School. Originally four such scholarships were offered to enable assistant-masters in London schools to study commercial education abroad. It would argue a want of enterprise, or, at least, a want of faith in the future of commercial schools, that only two of these scholarships have, so far, been awarded. Mr. Poole, a son of Dr. Poole, of Bedford, is an elegant French scholar and an old Oxford Blue.

THE Greek Chair in Glasgow University will soon be vacant. Prof. Murray, who succeeded Prof. Jebb, has announced his intention of resigning on the grounds of health.

A SUM of over £14,000 has been collected during the year by the N.U.T. for its benevolent funds. This works out at about seven shillings per member. Is there any society of secondary teachers which can show the same enthusiasm for its widows and orphans?

THE Governors of Huntingdon Grammar School are endeavouring to celebrate the tercentenary of Oliver Cromwell's birth by raising a fund to enlarge the school where the great Puritan was educated.

SIR GEORGE YOUNG succeeds Mr. Hope as Third Charity Commissioner.

MR. T. BAILEY SAUNDERS, Secretary to the London University Commission, writes to the *Times* asking those who desire to be recognized as teachers of the University of London to present their applications at once.

THE REV. G. RICHARDSON, second master of Winchester College, has shown great activity in promoting the new branch of the Assistant-Masters' Association for Hampshire, which was inaugurated at Southampton last month.

IN 1870 the elementary-school teachers consisted of about an equal number of men and women. Now the women are almost three to one; and what is still more remarkable is that the number of boy pupil-teachers is steadily diminishing. And yet, from many quarters, we hear of the difficulty that managers have in finding mistresses for their schools. The numbers in 1898 were: Men, 27,504; women, 74,242.

VOLUNTARY subscriptions to elementary schools have fallen in 1898 by some £70,000.

THE London County Council has delegated to the Technical Education Board the powers it has acquired under Clause VII. of the "Science and Art Directory."

ACCORDING to a recent Parliamentary return, the total amount of the whisky money paid under the Technical Instruction Acts in 1896-7 was £806,554. Of this sum £702,659 was spent on technical education, and £103,895 went to the relief of rates. More than half of this latter sum is spent by London, which devotes £60,000 to ease the burdens of the ratepayers. There is now only one county which spends nothing on technical education.

THE new journal *Child Life* has yet a newer rival in the *Paidologist*. Can the latter survive the burden of its name? Assuredly, if it can live up to the standard of its first number.

A NEW Code has to lie for a month upon the table of the House before it can become law. This is a wise proviso, but one which has practically become void owing to the practice of putting a "dummy" upon the table. Consequently, members have not always had sufficient time to examine the new clauses before they became law. The Speaker has now decided that the actual text of the Code must be issued one month previous to the date of passing.

THE Summer Meeting of Extension Students will be held this year at Oxford: the first part from July 29 to August 9, the second from August 9 to August 23.

It seems that the growing want of courtesy in Scotch children has struck many observers. The result is the formation of a "Guild of Courtesy."

MR. A. A. LINTERN, B.A., B.Sc., has been appointed Headmaster of Ramsey Grammar School. The school is to be reorganized on modern lines, with a special leaning to agriculture.

MR. THOMAS BARLOW has been appointed a Statutory Commissioner under the University of London Act in the place of Sir William Roberts.

THE University of Jena has conferred an honorary Ph.D. degree on Dr. William T. Harris, the United States Commissioner of Education, and no man has better deserved the distinction. As our Boston namesake well puts it, he is *the* American philosopher among educationists and the educationist among philosophers.

"HOLIDAY RESORTS" for 1899 can be obtained of the General Secretary of the Teachers' Guild, price 1s. 1d., post free. Good wine needs no bush, and all we need say of this brand is that it improves each year. The present issue contains not far short of four thousand recommended addresses.

At a meeting held at the Church House on April 21, the Council of the Church Schools Company, Limited, appointed Miss A. I. Scott, B.A. London University and second mistress of the Bradford Girls'

Grammar School, to be Headmistress of the High School for Girls at Bury St. Edmunds.

MR. ANGUS M'LEAN, B.Sc., C.E., has been appointed to the post of Principal of the new technical college at Paisley.

MR. W. R. DAVIES, M.A., a master at the Royal Naval Engineering College, Devonport, has been appointed senior science master at Bradford Grammar School.

AT the last graduation ceremonial at St. Andrews University, a record in degree-taking was, it is said, established, Mr. J. B. MacDonald, of Dundee, and his two sisters becoming M.A.'s at the same time.

L'ALLIANCE FRANÇAISE has instituted, for foreigners only, a course of French lessons lasting all the year, at Nancy. They are held in the University five times a week; each lesson lasts two hours; and a course of forty costs 40 francs. Board and lodging may be secured in French families at rates from £3. 10s. to £8 a month. For particulars apply to Prof. Georges Goury, 7 bis, Rue d'Annonce, Nancy.

It is stated that the Gordon Memorial College fund has reached a total of £120,000.

THE police in St. Petersburg have a short way of dealing with the students who are "on strike" as a protest against the new Minister of Public Instruction. The disaffected are ordered to leave the town and are escorted to the station by a police official, who gives them a permit to travel to their homes, and even pays for the railway ticket if money is not forthcoming.

SIR HENRY TATE is presenting a large organ for the new hall at Battersea Polytechnic.

ST. THOMAS'S HOSPITAL MEDICAL SCHOOL.—The following scholarships, medals, and prizes have been awarded—Fifth year's students: Mr. James Gall, the Treasurer's Gold Medal; Mr. R. I. Horton Smith, the Wainwright Prize; Mr. H. T. D. Acland, the Cheselden Medal. Third year's students: Mr. C. N. Sears, the First College Prize (£20) and the Peacock Scholarship (£38. 10s.), second tenure; Mr. A. F. Miskin, the Second College Prize (£15). Second year's students: Mr. C. U. Ind, the Musgrove Scholarship (£38. 10s.); Mr. W. H. Harwood Jarred, the First College Prize (£20); Mr. J. E. Adams, the Second College Prize (£10). First year's students: Mr. G. C. Adeney, the Tite Scholarship (£27. 10s.); Mr. C. M. Roberts, the First College Prize (£20); Mr. C. H. Latham, the Second College Prize (£10).

THE MAKING OF A SCHOOL NEWSPAPER.

ONE of the minor difficulties from which the teacher of history or literature suffers is the ignorance shown by her pupils of contemporary events. I imagine this ignorance is more prevalent among girls than boys, for the latter have opportunities of picking up information denied to the former. I remember in a history lesson referring incidentally to Jameson's Raid, a few weeks after its occurrence, in a class of girls from twelve to fifteen years of age, and discovered that only one (out of twelve) knew anything about it. This was in a day school; but in many boarding schools girls are as ignorant of what is going on in the world as nuns in a convent.

To put a daily newspaper into a girl's hands is thought by many to be unwise, and without supervision it might lead to an acquisition of undesirable knowledge. But in households where general news is discussed in the presence of the children, and interesting items are pointed out, this danger is reduced to a minimum. It would, however, be difficult, if not impossible, to exercise this individual supervision in a school, especially one of any size. Moreover, the burning questions of party politics would certainly provoke controversy.

In despair, therefore, of securing what I wanted in any other way, I resolved to make my own newspaper—one which should appear every Monday, and contain all the important news of the previous week, besides general items that might interest young people.

My plan was as follows. During the week every teacher, in reading her weekly or daily paper, marked suitable paragraphs

or illustrations, cut them out, and handed them to the editor. On Saturday morning these scraps were sorted and pasted on a sheet of stiff yellow pasteboard. These sheets measured two feet by one and a half, and cost tenpence a dozen. They were folded down the centre, and each presented four pages to be filled up. On the first, headed by the name of the school and the date of issue, were pasted the illustrations, diagrams, or maps. On the second and third pages, in columns, was the record of events, arranged in their right order, while the last page was devoted to book reviews and cuttings, or to science and natural history jottings. When completed the paper was hung by a string from a corner of the notice board on the upper landing. Any girl could take it down and read it, provided it was put back and not taken out of the house. Old numbers were preserved in the school library for reference.

The materials for the first and last pages—illustrations, literary and scientific copy, were collected by the editor all the year round, and consequently not all derived from the previous week's papers. Sometimes "T. P." contributed a "Book of the Week," or a natural history paper was obtained from the *Spectator*. Occasionally some poem, otherwise inaccessible, was copied in by hand. Illustrated catalogues of the art exhibitions were sometimes obtainable; in this way many of the Academy pictures became familiar. Advertisements of new books, containing specimen pages, often yielded material for this page. It was a rule that no bad picture (from the artistic point of view) should be admitted.

In pages 2 and 3 the endeavour was to present an intelligible view of what had happened during the past week; this was not an easy matter. Leading articles, in fact all commentary, was omitted, as tending to bias; Parliamentary intelligence was also excluded, not only for that reason, but because it absorbed too much space, and was rarely interesting to schoolgirls. Facts only—reliable facts—were in demand; and of facts it was not always easy to obtain a sufficient supply. Another feature of these pages was the presentation of any incident of heroism or of endurance, any action worthy of admiration that had occurred; also any discovery or invention. The biographies of

eminent people also found a place here, unless claimed by the last page. Short paragraphs and anecdotes were used indiscriminately to fill up odd corners.

But a school newspaper requires to be talked about in school, if the pupils are to derive fullest benefit from it. It should be used occasionally for a dictation lesson, for recitation, for reading aloud. Reference should be made to current events, and opportunity given for asking and answering questions. Five minutes at the close of a lesson will answer this purpose. The principal object of such a paper is to supply information; therefore care must be taken to introduce nothing above the intelligence of the pupils, or what they would consider "stupid." On the other hand a variety of tastes has to be catered for, and the paragraph despised by one may be treasured by another. In our paper nothing exclusively feminine was inserted; that is to say, fashions, the toilet, cookery, and sewing were unrepresented. We considered that these matters were adequately dealt with in the cheap magazines in every girl's home. Our aim was to supply what could not be obtained elsewhere. By cutting from a variety of papers we flattered ourselves we obtained the cream of the Press.

But, although our primary aim was to supply information, we did much more. An acquaintance with everyday events awakened a fresh interest in past history and literature, while indirectly this up-to-date knowledge was of value in answering examination papers. We had, too, the satisfaction of knowing that our girls were becoming familiar with the valuable part of a newspaper; we trusted that when they left school, and in the ordinary course took up the daily paper, they would keep up the good habits thus formed.

The expense was very small; it rarely happened that papers had to be bought; occasionally a duplicate copy was required when a cutting extended over two pages, but as a rule we confined ourselves to the papers that circulated among ourselves. As each teacher undertook to collect the items from her particular paper, this part of the work was made easy; the actual "editing" or arranging of the scraps occupied two hours weekly.

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IRISH INTERMEDIATE EDUCATION, PAST, PRESENT, AND FUTURE.

THE inquiry conducted by the Commissioners for Intermediate Education in Ireland has come to a somewhat abrupt end, and the evidence of those most nearly concerned in the matter, the parents of pupils and the pupils themselves, is still lacking. The interval between the evidence and the report is a fitting occasion for a general survey of the situation from the point of view of an independent educator.

To the general rule that educational legislation for Ireland spells ruin or retreat to the English Government that essays it, the Act of 1878 would seem a signal exception.

From the outset it met with favour from those who had held aloof from, or actively opposed, all previous attempts to solve the problem of higher education. The Catholic hierarchy at once accepted the principle, and in all their diocesan seminaries or colleges classes were organized in accordance with the programme of the new Board. All the monastic bodies and "regular" clergy engaged in teaching accepted the conditions imposed by the Act. The Christian Brothers, who to this day stand aloof from the Board of National Education in Ireland, adopted the new scheme, and they have worked it up with an amount of success which cannot be described otherwise than as startling. To those who followed the newspaper reports of the late inquiry, it is hardly necessary to point out that the strongest evidence in favour of the system was tendered by the conductors of schools taught by the "regular" and monastic orders, more especially by the Christian Brothers. *The Intermediate Education Act*, so far as it applied, virtually legalized denominational education in Ireland. The Catholic or the Protestant school could avail itself of its provisions by adopting a conscience clause which in no sense interfered with the denominational character of the institution. Owing to this liberal provision, the Act of 1878 was hailed as a great boon in Ireland. The voluntary schools of the secondary order had long been struggling with financial difficulties. All at once it was discovered that, under the new order of things, an era of prosperity was at hand. Venerable divines were heard to speak of the Bill as enthusiastically as if it were to open up for Irish students a new "region in Guiana, all gold and bounty." As to the "bounty" of the system, it did not take a long time to establish a more qualified measure of satisfaction.

The first examinations under the Act were held in June, 1879. For some months previous there was an uneasy apprehension in certain quarters that the old Protestant (endowed) schools would "sweep the board" of all the prizes, and would, as a matter of

course, pocket something more than the lion's share of the results fees; for, it is to be borne in mind, the schools already tolerably well provided for in the matter of endowment have been, all through, eligible for prizes and results fees equally with the schools hitherto wholly unprovided with any kind of support beyond voluntary contributions. That feeling could not, however, survive the publication of the first lists of "honours" and "passes." To the surprise of all concerned, the Catholic schools (not one of which had an endowment of any kind) not merely held their own, but took a proportion of the prizes and exhibitions far beyond anything that their most ardent friends could have ventured to anticipate. Nor could this be regarded as a snatch victory. Year after year the honourable position has been maintained, or, indeed, improved upon. I know of nothing more to the credit of the Irish intermediate system than this: it has proved beyond the possibility of doubt or cavil that the arrogant assumption of the self-styled "superior race" cannot be founded on any established superiority of talent on the part of the claimant, and that Providence has been much less partial in the distribution of brains than the fortunate few have been wont to represent. Commenting on the returns of the examinations of 1898, the *Freeman's Journal* (September 29) says: "Out of 396 exhibitions, 114 have been won by Dublin schools. . . . Only 30 go to Belfast, the boasted monopolizer of Irish intelligence and education, while 53 go to Cork and Queenstown."

The schools conducted by the Christian Brothers are primarily the schools of the poor, and are, of course, essentially Catholic and "denominational." Yet, for several years past, these schools of the "inferior race," conducted, as they are, by poor monks, have, in the matter of secular instruction alone, as evidenced by the returns of the June examinations, left the schools of the "superior race" very far behind in the number of prizes and distinctions gained.

Many who have stood high on the honours list are the children of poor or struggling people who, without the aid of the exhibitions gained at these examinations, could not have borne the expense of a University or professional course. In this way much good has been done; the intermediate education test has "discovered" not a few who, had no such advantage offered, would, in all likelihood, have been doomed to be hewers of wood and drawers of water.

Admitting that these and other good things have come of the measure, we note many serious defects, not to speak of positively evil consequences, connected with it as an educational agency. Those who judge of the matter by the figure which the honours lists make in the Dublin newspapers in the beginning of September each year are certain to be misled as to the real merits or demerits of the system. So many students win valuable prizes that it would appear, at first sight, as if this Intermediate Education Act had restored the age of Saturn.

But we must discount these big money prizes about which so much is made—so much more, I should say, than will bear very close examination. These prizes are undeniably good for the winners who are disposed to follow up their course of study. But there is too much disposition to parade the tall soldiers. The exhibitioners and prize-winners are not a fair sample of the general worth of the system. Let any one who would put this statement to the test take up the annual publication known as the "Pass Lists," a blue-book of about four hundred pages, issued in the beginning of September; let him note the poor show made by the majority of the candidates. On almost every page failure is conspicuous—failure to pass the examination generally, and failure in particular subjects; and many of the "passes" are separated from failure by the thinnest possible partition. Twenty-five per cent. of the maximum marks for any subject will gain a "pass" in that subject; but, for any permanent good it will do, that pass differs little, if at all, from failure. On the other hand, the number of those who score high all through is relatively small.

Even a cursory examination of the figures will go far to dispel the halo that surrounds the catalogue of honours, more especially in the newspaper comments; it will also, I fancy, serve to show that the valuable prizes offered for competition have, after all, but a very limited influence in stimulating the zeal of competitors. There is certainly a stimulus, but it reaches only a portion of the youth under instruction, and that portion is not even a respectable minority. There are valuable prizes within reach of University students—

do these prizes serve to stimulate the great bulk of the students to increased exertion? No, indeed; the prospect of reward serves to separate students into two very unequal groups—those who have some chance of winning, and those who, having no chance, think not of the matter. And it is so in the intermediate schools. We have the few who contend for the prize, and the many to whom it offers no inducement, because admittedly beyond their reach. As an old hand in the business, I would divide the students under instruction not into two, but into *three*, classes. There are those who work for distinction; then we have a rather larger number who will be very well content to get through in any shape; and we have the third lot—by no means an inconsiderable one—who really don't care very much whether they pass or fail. In all schools, high or low, the love of learning goes a certain way; and it goes at least as far in the secondary as in the academic circle—as far in Ireland as elsewhere. The prospect of winning a prize, or the distinction that accompanies the prize, will certainly carry effort some way farther. But the fact remains none the less that, for the bulk of our secondary students, the inducements implied in the exhibitions and other prizes are practically non-existent.

The Irish intermediate education system is one of results pure and simple, and has all the faults and merits (if any) of the system. In Ireland this mode of remunerating the labour of the schoolroom owes such popularity as it has, not to the merit of the principle, but to the circumstance that it brings some pecuniary aid to institutions which were supposed to be shut out from every other form of public grant. The results system enabled, for the first time, the strictly denominational schools of Ireland to obtain some support from the public funds, and the system is so far good. Even leaders of public opinion have reasoned somewhat thus: "The system which pays according to the work must be the best"; and beyond this not many who theorize on matters educational are capable of going. The less a man knows about the schoolroom, the more likely is he to be captivated by the pretensions of what is called "results"—a thing once lauded by "educationists" all over the British Islands, now abandoned to poor Ireland. There are people still who have a kind of notion that "piece payment" and "payment upon results" are perfectly parallel modes of remuneration, oblivious of this essential difference: in the mechanical arts you *can* measure the work and can adjust payment accordingly, whereas in measuring—or, rather, in attempting to measure—the work of the schoolroom, you have no certain rule, no fixed units of comparison: nothing but what is arbitrary, variable, and subject to conditions as uncertain and shifting as the Sibyl's leaves. I could easily show that payment by results is very far from being what it professes to be, and that *the form imposed by statute on the Board* has some of the worst faults possible under such a "system." The original programmes were, it is understood, drawn up by a gentleman long connected with the Board of National Education in Ireland, who certainly had "results" on the brain, if any poor man ever suffered from that particular form of monomania. Had it not been for their strenuous opposition, the national school teachers—wiser in their generation than the conductors of the so-called "higher" schools—would, owing to this gentleman's influence in the councils of Tyrone House and at "The Castle," have been placed absolutely at the mercy of payment upon individual "passes." In drawing up the scheme for the new Board he felt at liberty to give full development to his dearly beloved fad, and he availed himself to the full of his privilege. Hence it has been found necessary to hold inquiry into the matter, and to devise a more workable scheme.

The scheme has, indeed, a worse fault—one, at all events, more patent to general notice: *the course is too ambitious*; while, on the other hand, it is *sadly deficient in practical character*. Too much time is spent in getting up "knowledge," for the purpose of passing the examination, most of which serves no other purpose, present or future, being gone as soon as the examination is over. Under it, to gain marks is the sole end of man.

Here is a good illustration of the Intermediate Education system, as at present worked. On a recent occasion I chalked a large triangle on the class-room floor, and, calling up a "middle grade" student, a youth who was the holder of a "junior grade" exhibition, and who had gained "honours" in every subject at his last examination, I handed him a tape-line, and told him to "find the area of that triangle in square feet

and inches." For two or three minutes he stood looking alternately at the tape-line and at the figure on the floor, and then muttered that he did not know how to go about it. There were over a dozen "middle grade" and "senior grade" students present, and *not one would undertake to find the area of that simple figure from actual measurement*, although most of them could talk glibly enough of "loci," "duplicate ratio," and "homologous terms." This is easily accounted for. Mensuration finds no recognized place in the programme. On the Euclid examination paper there are always some curious "cuts," requiring much ingenuity to solve them; but nothing so commonplace as the measurement of plane areas is proposed by the examiners, and *it would be idle for teachers or students to take up time with matters which gain no marks*. The programme-makers and the examiners have reverted to the creed of the ancient philosophers: the merely practical or useful is beneath notice, and only the purely "intellectual" is worth reckoning. These remarks apply with particular force to the subject arithmetic, the examination papers in which consist for the most part of something like Chinese puzzles, mere conundrums or "cranks," having as little to do with the proper scope of what ought to be an eminently practical subject as have the charades, rebuses, and enigmas in "Old Moore's Almanac." The questions alluded to are not arithmetical, and can be worked out only by algebraic processes more or less disguised. I have heard these papers described as "Crypto-Algebra"; but the algebraic is more evident than the arithmetical character. For instance, the first question on the "junior grade" arithmetic paper for 1897 runs thus: "In a question in division the quotient is double the remainder, the divisor is three times the quotient, and the sum of divisor, quotient, and remainder is 117. Find the dividend." And it is by such things our ingenious examiners decide whether a boy or girl can be "passed" in this subject—at one time a useful one, but now curiously useless.

In the science courses generally the examiners would seem to vie with each other in constructing original conundrums which may come as a sort of "bolt from the blue" upon the youthful candidates. I have heard of one of these gentlemen making it his boast that in all Ireland no one student was able to work the whole of his examination paper—a clear admission that the paper was too difficult, either in whole or in part.

The system in question is too much of the nature of a preliminary University training, and even for this purpose it is not what it ought to be. Many of the students aspire to the Civil Service or are intended for commercial life; and towards attaining these objects the system is but poorly adapted.

One witness, a don of Trinity College, Dublin, maintains that boys ought to have much more Greek and Latin thrown into the year's course. And it might be proper to do so if the sole purpose of secondary education were to train future Regius Professors of ancient classics. But there are other and more urgent objects to attain. This gentleman is, perhaps, thinking of his own schooldays.

The courses in general travel over too much ground—"language and literature of ancient Greece," "language and literature of ancient Rome," &c. How grand all this sounds! But when you come to consider how it is all to be got safely enclosed within the head of an average schoolboy, at the same time with, perhaps, one or two modern languages, an extensive course in English—comprising grammar, geography, history of England and Ireland, history of English literature, with special knowledge of specified authors (prose and verse), arithmetic, Euclid, algebra, physical science—it is only too clear that by no art of man can such a heterogeneous mass of matters be imparted in any form likely to be permanently useful, or useful in any way, save, perhaps, for the one purpose of gaining marks. So far from making allowance for the crowded state of the programme, each examiner is pretty sure to *make out his paper as if there were nothing to do but prepare in his subject alone!*

I need not attempt to picture how subjects press upon each other and how little opportunity there is to "educate" in the proper sense of the term. The students are, whether in study or in class, hurrying from one thing to another; there is not time for reflection, and, in plain truth, there is very little of that. No severer censure could be passed on any scheme purporting to be a system of education.

Much as has been said about and against "cramming," it is, and, under such conditions, *must be*, the order of the day while the present mode of examination remains in vogue. The Most Rev. Dr. Healy, Bishop of Clonfert, in evidence before the Intermediate Education Commission, said: "Gentlemen who are very eminent in any department are very likely to set foolish questions, thinking the matters as easy to every one else as to themselves." Prof. G. F. Fitzgerald, Trinity College, Dublin, said that "for 'pass' the questions could not be too easy"; whereas it would appear to be an article of faith with examiners that the questions cannot be made too "testy."

I would go so far as to say that the examiners of the present day are doing—however unintentionally—their utmost to ruin education in the best sense of the term. The best kind of education is that which develops self-reliance in the pupil—the very antithesis of that now of necessity practised by teachers under the stress of a "results" system. *The evils of a too ambitious course are intensified by the tactics of the examiners*—in many instances brilliant students who have just finished their own course, and who, for any experience they have of teaching, are as competent to lay down rules for the education of youths in Saturn or Jupiter as in the secondary schools of Ireland. It is with feelings of mingled indignation and amusement that a man of long experience in the class-room reads the reports of these brilliant young examiners. The easy confidence with which they theorize on school-keeping reminds one of the old saying: "Bachelors' wives and old maids' children are well trained"—"and young examiners' pupils," we may add. Some of the examiners are not young in years, but have had no experience in the class of work on which they arbitrate.

Latter-day examinations have revolutionized the work of the class-room. Is this praise or is it censure? I should answer: "A little of the former, but very much of the latter." It will be said that there is a great deal more work done nowadays. There is a great deal more *fuss*. But what if it should appear that much of this fuss—call it work, if you will—tells for mischief rather than for good? I am convinced that, as regards most of our intermediate students, the effect is simply this: we are laboriously educating them into a state of helplessness. The business is one of ceaseless grinding, and it has become necessarily so. *The work is cut out with an eye to the highly talented*, programme-makers and examiners alike overlooking the fact that the talented students are the few, and that it is not always from this class the really useful members of society come. When the examiner magisterially points out to us what a boy may know, ought to know, and will know, if properly taught, we all understand that he is merely advertising the precocious attainments of the boy-prodigy then writing the report, just as we all understand Macaulay's well advertised "schoolboy" to be no other than the future historian himself. Is this gain to education? There is a "vile phrase" common enough among newspaper writers, and known as "raising the standard," a euphemism for "turning the screw," or making the conditions of pass year by year more difficult. Now this "raising the standard" may be right enough, even necessary, in the case of examinations which are purely competitive; but in the ordinary examinations it is fraught with mischief and injustice. There would be less cause for this complaint if the examiners were to take cognizance of the wide space between those who "pass" and those who compete for prizes.

The advocates of "results" used to tell us they wished to check idleness, forsooth! I have over a quarter of a century's experience in teaching, and I feel justified in saying there is, amidst all the fuss, more idleness now than before the results system was tried in either primary or secondary schools. If there was less taught formerly, what was taught had a more permanent value. A great deal of what is put in now under high pressure is utterly gone in a few weeks after the examinations; and, worse still, the pupils have neither the self-reliance nor the aptitude of the pupils in pre-results days. The present order of things may be in favour of the brilliant fellows; but it would be well to remember, as Sydney Smith pointed out, that "prodigies come of every system." Yes, and of no system. On the other hand, one of the examiners of 1897, in his report, points out that in the answering of many candidates the mind appears to have little or no part. True, Mr. Examiner; and this very regrettable state of things comes, in a great measure, of your exceedingly clever method of setting questions, in connexion with the fact that the pupils have been hurried through

quite too much—in accordance with the programme. "This is owing to bad teaching," another cries out. And, sure enough, it is; for what else is the attempt to teach too much? But, please remember, it is a matter in which the teacher is left no discretion. The work is cut out for him, and he must, at all hazards, get on with it, forcing the round and the square all through the same hole. It has been often asserted that, under present arrangements, the dull and backward are neglected. But it is not so—it is worse than that. My evidence is that they receive more attention than is good for them: they are forced over the same ground as the more apt, to avoid increasing the number of classes, or, to put it in another way, to economize the teaching power.

But while many pupils are idle—to all useful purposes worse than idle they may, at the same time, be going through a course of worry prejudicial to health, as it certainly is prejudicial to anything like a love for learning. Think of six or eight hours' work in the class-rooms, and four or five hours afterwards devoted to preparation of lessons and writing out a batch of exercises! Yet this is but a feeble sketch of what takes place in many schools—girls' schools in particular—for months preceding the June examinations. This for progress! This education! It seems rather akin to madness—madness that ought to be restrained, not goaded on, as it really is at present.

The Board of Intermediate Education in Ireland pays "on results" irrespective of prescribed qualification on the part of the teachers. Some such latitude was perhaps necessary in the beginning to give the business a start. But, it is now urged, the time has come when the teachers in the secondary schools of Ireland should be required to produce some credentials as to professional standing. It is one of the weak points in the system that the work is so much in the hands of young persons who are only working their way to a profession.

Most schools, Catholic and Protestant, suffer from the frequent employment of "emergency men" and from the constant shifting of the employees. The great success of the monastic schools is chiefly due to the zeal of those who have made the labour of teaching a matter of religious duty, and who to that high object have consecrated their lives. These men have doubtless a "proper qualification," inasmuch as *they have made teaching their sole object in life*. If the intermediate school business is to become what it really ought to be, it must first become much more professional than it is at present. What an incongruity it is that, in the same country, the primary school teachers must possess certificates of competency, while the teachers of "higher" schools need not have any so far as the Board of Intermediate Education is concerned!

The gratitude of all interested in the proper marking of secondary education in Ireland is due to the Most Rev. Dr. Foley, Bishop of Kildare and Leighlin, for his evidence before the Commission of Inquiry. Other witnesses have hit upon blots and dealt with details. Dr. Foley has grasped the entire situation and hit upon the real remedy. In his opinion

it was necessary that the Commissioners should procure such powers as would enable them to *gradually get rid of the system root and branch*, not merely to remove its accidents, but also to eliminate its fundamental principle—universal competition. . . . The great, and for the most part unavoidable, defects of the present system were the great strain upon teachers and pupils, educational work done with a view to marks and money rewards, the fostering of false ideals, neglect of backward pupils and of all such subjects as could not be made to afford marks, one cast-iron mould for the best intellects of the country, encouragement of "cramming" and "touting" for intelligent pupils, impossibility of proper classification, and, finally, a course of education utterly unsuited to the position in life of large numbers of candidates who pursued it solely for the purpose of making money. On the other hand, he had gone carefully through all the advantages which had been claimed for the present system by its warmest advocates, and he was persuaded that, with few exceptions, they might all be just as successfully derived from a joint system of inspection and examination.

Hence, in his opinion, "it would be far better for the cause of intermediate education if the greater part of the fund at the disposal of the Commissioners went to *strengthen the teaching staff of schools*," and this was a point he found insisted on in other countries. "The inspection in Wales included not only the methods of teaching, but also the salaries of the teachers," and he was quite sure that

such inspection in Ireland would have a far more beneficial effect than the lavishing of such large sums upon money prizes for young children.

Too much stress had been laid (by other witnesses) upon inspection and too little upon the need of providing an efficient staff. In order to secure the latter, the position of teacher in an intermediate school must be made of such a character as should induce properly qualified candidates to seek it and to make it not a stepping-stone to a higher position, but the goal of their ambition. . . . The Welsh system was in its aims and general outline better suited to the circumstances of Ireland than the one that has been carried on there for the past twenty years. It aimed at being national in the sense that it offered its advantages to every one in the country who was able to avail himself of them, and it endeavoured to justify its title of intermediate in that it endeavoured to take up education about the point where it ended in the primary school, and to lay it aside at the point where University education may be supposed to begin.

Strange that it should have taken more than twenty years to discover that the teacher is, and must be, the corner-stone of the edifice, and that a system based upon results is an inverted pyramid, to which no amount of underpinning, however ingenious and costly, can give security. H. B. D.

EDUCATION, LOCAL GOVERNMENT, AND PUBLIC CONTROL.

By H. MACAN.

ON March 7, the House of Commons, on the invitation of Mr. Lloyd George, had one of its periodical orgies of sectarian and political strife which are disguised in the public press under the title of "education debates." Those who, like myself, are anxious to throw contempt upon all the aspirations of School Boards to take a part in the organization or control of secondary education have no better allies than the persons who show to the world in this manner the principles and methods which prevail in elementary education. Hence to Mr. Lloyd George I tender my thanks. My object, however, in referring to the debate is not to enlarge on my contempt for the whole proceeding, but to rescue from the oblivion of its recriminations and platitudes some statements made by Sir H. Fowler which have a wide and immediate bearing upon secondary education problems. Sir Henry, who, it must be remembered, is an ex-President of the Local Government Board, argued as follows:—

"Then, Sir, the honourable and learned member asked what was the difference between popular control and public control, and said we had in Parliament, through the Minister responsible to the House, effective control over the expenditure. I have two remarks to make in reply to that; the first is that it is a radical defect of our present administration that it is centralized. We want it to be decentralized. We do not believe that, even with the great powers of my right honourable friend opposite, or the great powers of the Duke of Devonshire, the Education Department can satisfactorily deal with twenty thousand schools, and we know, from answers that are given in this House, that the varied grievances of which localities complain, which we know would not exist if there were anything approaching a system of popular control in the neighbourhood—that these grievances cannot be redressed. I give another answer to the honourable and learned member. He said this was really public money, that the responsible Minister is responsible to the House for the administration of public money, and in that way Parliament preserves control. Will he tell me what is done with the grants to the Local Taxation Fund? Many, many millions of money voted in this House are paid out of the Consolidated Fund to the Local Taxation account, are distributed by the Local Authorities, and are spent by the Local Authorities. The Local Authorities are alone responsible for that expenditure to their constituents, and Parliament has nothing to do with it. Will he tell me where is the difference between money voted for educational purposes and money voted for sanitary purposes and money voted for police purposes? The same provision which admits of popular control in the one case will admit of it in the other."

These remarkable statements are not even reported, much less referred to, in any of the newspapers which support the policy of Her Majesty's Opposition. One would imagine that Sir Henry was the author of the Education Bill of 1896, with all its faults, not even excluding the omission of the "strong" Central Authority. Beginning at the end of Sir Henry's statements, we get three clear declarations:—

1. Education in respect of public money and of popular control is the same as any other local government function.
2. Grants paid into the Local Taxation account are absolutely "local" and subject only to local control.
3. "Public" control from the centre is not "popular" control by the localities.

Now, every one of these facts the educational "expert" (who has not the additional knowledge drawn from experience of local government)

denies in his heart, if not with his lips, every time he speaks on education. For that reason I propose to expand and prove these propositions. As regards No. 1, which is a refutation of the School Board heresy, I have written and spoken *ad nauseam*, and there is little more to be said. Mr. Morant, in his celebrated essay on Switzerland, has admirably summed up the controversy when he says that in that country "education is not a separate, detached function of local government." Local government, if it means anything, is a delegation, a transference in those respects which concern localities of various areas, of all such functions as are exercised for the nation at large by the Imperial Parliament. A bad main road or a polluted river is a matter affecting others besides those residing in the area of neglect or pollution, yet no proposal has ever been made to remove the responsibility on that account from the offending area or to transfer the functions either to an *ad hoc* elected body or to the central Government. As a matter of fact, the difference in these respects throughout England is enormous. Contrast, for instance, the main roads of Surrey, the cyclists' paradise, with the main roads of Devon.

Again, contrast the condition of the technically "main" roads with those of district roads hardly less important in their character, but maintained on a different principle. There is absolutely no compulsion by a Central Authority in these matters; the Local Government Board is powerless to force a Local Authority to spend a single penny upon its worst road. In matters of sanitation also the same almost absolute "Home Rule" exists. Two or three rivers, it is true, are placed under special bodies like the Thames Conservators, which can call upon Parish or District Councils to pay fines for polluting the waters; but the Local Government Board is powerless in this matter also. No District Council can be compelled to adopt the Notification of Diseases Act, and no County Council need appoint a Medical Officer of Health. All these matters are entrusted by the Legislature to the free will of the locality; it is popular control. Day by day new proposals are made in Parliament to throw duties on local bodies without central control. In the present Session we have had in this category the Cottage Homes Bill, the Fire Brigades Bill, and the Machinery Registration Bill, all of which take as their motto "Leave it to the County Councils." Of course, behind these there is "public" central control through the audit; but this is absolutely restricted to checking illegalities and frauds, not to controlling, much less initiating, policy. But this audit is the same for all Local Government functions, and in no way hampers authorities as long as they act within the four corners of the law.

The second point, as to the nature of local taxation grants, is persistently misunderstood by the teaching community. The Duke of Devonshire, at Presteign, showed he was under no misunderstanding on the point when he spoke of the liberality of Parliament in giving to Wales "that which it had not given to England, and was not likely to give, in the form of a direct contribution towards secondary education." The Royal Commission was equally explicit (Vol. I., Part IV., Sec. 139), where it points out that the sum paid by the Treasury to each Local Authority is "allotted upon a basis which does not correspond exactly to the ratable value of property within the area of each such Authority, but has been fixed with reference to the subventions which were actually given to Local Authorities in the financial year 1887-88. . . . As each locality receives the grant as a matter of right, it must be deemed for all practical purposes a local fund, no part of which can be diverted from less needy to more needy areas." A local fund given as a matter of right is quite a different thing from the Welsh Equivalent Grant, which is earned for each area by the efficiency of its schools and by the amount of local rate contributions.

The reference above to the "year 1887-88" brings us back to the year 1888. When the Local Government Act was passed, every county had provided for it a "County Fund," similar to the Borough Fund in the old towns. The Courts of Quarter Sessions, &c., disestablished by that Act, gave up certain old rates and dues, and received from probate and similar duties a return from the Treasury which was solely and entirely to relieve these rates. Very large sums are paid to the counties in this way. For instance, for the year ending March 31, 1898, Surrey received £799,385, apportioned as follows by the County Authorities, not by Government instructions, except in respect of police superannuation: (a) Medical officers, lunatics, union officers, inspectors, &c., £781,350; (b) police superannuation, £1,235; (c) technical education, £16,810.

Now the Local Taxation Act, 1890, by which the amounts (b) and (c) were provided, states distinctly [Section 1 (1)] that the amount (b), whose purpose the county cannot interfere with, does *not* go into the County Fund, but the sum (c) *shall* go into that fund as if it were "part of the English share of the Local Taxation Probate Duty"—i.e., sum (c) above. The words of Section 1 (2), referring to technical education, are that "the Council . . . may contribute any sum . . . over and above any sum raised by rate." Hence the technical education money is absolutely identified with the "rate" money, and as absolutely freed by Parliament from central control. As Sir H. Fowler put it, "the Local Authorities are alone responsible for that expenditure to their constituents, and Parliament has nothing to do with it." What becomes of the financial clauses of the Lockwood Bill after this?

Now as to Sir Henry's third point—the difference between public control, which is central, and popular control, which is local. Personally, I hold that in respect of his argument he is wrong in applying the principle to elementary education. Under the cast-iron rules of the Code, and owing to the two most important facts that most of the elementary money is contributed by the State for that purpose alone, and that elementary education is made by the State compulsory, the central public control is in this matter *effective*—as effective as local popular control could be. It touches policy and principles as well as law and finance. School managers are in all essentials in leading-strings, and the strong School Boards only justify their existence by kicking over the traces.

Now, in secondary, technical, or higher education all this kind of thing would be fatal. Local Authorities exercising popular control must play the part of the old barons and abbots and save the people from the power of the king. Their control can only be of two kinds, as they are vested with no compulsory educational powers—first, *financial*, to subsidize what is weak and to supply what is deficient; second, *localizing*, to adapt to the needs of the people around what was provided for their advantage, and to prevent the diversion to ambitious schemes of what should first meet the wants of the residents who are humble and poor—this is what Sir Henry means by "redressing the various grievances of which localities complain." Decentralization is the creation of an efficient Authority, well served by expert officials, and, by its large area, not too amenable to local pressure, to deal with such matters, and so to render unnecessary the effective public anti-popular control of the central State. The Duke of Devonshire's warning as to Central Authorities applies equally to the local bodies. They should be controlled by "ordinary statesmen or politicians requiring the highest technical skill in the shape of skilled professional advisers"; in other words, with the experts *under* the Board, and not *on* it.

THE CHILD'S LIBRARY—AN ESSAY.

"WHAT should children read?" is a question which agitates many in these days of educational theory, when the possibilities in dealing with little plastic minds are more fully understood; and the subject has been interestingly treated of late in the pages of the *Academy*, the *Pall Mall Gazette*, the *Bookman*, and elsewhere. Not, however, that this interest is new, for the subject has for long been a suggestive one to writers in the magazines, as witness the files of the *Quarterly Review* and others of the older periodicals.

Recent investigations as to what books are most read, and which are sold most readily, have shown, among other things, that, while books of a robust type are as eagerly read as ever, those of the moral, mawkish sort no longer interest the little ones, or, rather, those who prescribe for them. "Sandford and Merton" has passed into a byword. Writers like Ruskin and R. L. Stevenson, with a vivid memory, have glorified the favourites of their own childhood, some of which may still be rescued from oblivion. For most of us such books are invested with a fictitious halo or glamour that is purely subjective. The enjoyment a child receives from a book depends often upon environment and associations, perhaps upon the fact that it is an introduction to realms previously unknown. Probably, in this case, no later volume, no matter how superior, can have the same power to charm. We must, therefore, be prepared to find that the books which gave *us* such keen pleasure do not arouse similar enthusiasm in our children, and it may be difficult to discover the books that will do so while at the same time conforming to our superior notion of what is suitable.

We do not thereby intend to suggest that we are to provide "superior" reading with the idea of training the children on some deep psychological lines. There is undoubtedly a place for books which combine entertainment with instruction. For example, the Americans have of late provided many charming volumes of the kind for infantile readers. In most cases, these have been intended for actual use in school, whereas those of the number which find a market in this country are bought rather for use as prizes or gifts. A good example of this class is Miss Florence Bass's "Nature Stories for Young Readers." Such volumes are excellent until they come into competition with the books of pure delight—"love's largesse, full and free."

A couple of years ago there appeared in the American *Bookman* a most entertaining article on the subject by Prof. Harry Thurston Peck. He concludes a vigorous protest against

the tendency to choose children's books for qualities "above" the simple entertainment of their readers with this eloquent passage:—

We live, therefore, in the hope that ere long there will come to children a glorious Renaissance of the Natural, when they will no more be fed with formulas or made to learn so many improving things. Childhood is short enough at the best; the dreams of children vanish all too soon; the facts of life confront them grimly even while the baby look still lingers in their eyes; and surely he is no lover of his kind who would begrudge them this one small corner of delight, and enter with sullen tread to mar the heaven that lies about us in our infancy.

In the selection of books for younger children there are very real difficulties. It is impossible to know how much these little ones can understand, and probably there is more misapprehension upon this point than any other. Short words are often unfamiliar, while the meanings of more formidable ones are perfectly clear through association. Miss Catherine Dodd's experiments as to what different children understand from the same common words will be in everybody's recollection. Mr. Dodgson addressed his "Nursery Alice" to little ones "from nought to five," the latter being the age, in his opinion, when they would become able to understand and enjoy the original book. It is very doubtful, however, whether the latter is properly intelligible to the average child of seven years.

The very little ones get more entertainment from the sounds of jingling words and phrases than from the sense of the context. They are quick to perceive the fun in grotesque words and are attracted by repetitions. The simple tale of "Henny-Penny," for example, is a great one in the nursery, and its power to please depends entirely upon the above qualities. It is one—out of how many?—which retains the whole infantile attention right until the end. Most other tales, to do this, require at the parent's hands the kind of treatment which Mr. Dodgson applied to "Alice" in the Nursery Edition. This, by the way, is almost a perfect example of what a book for the very young should be, and it has been a matter for surprise to the present writer to observe signs of a lack of interest in it. It is presumed that alteration in price from 4s. to 3s., thence to 2s., and lastly to 1s., within a short period, is evidence of hard times. The beautiful little book is a marvel of cheapness at a shilling, and it is to be hoped that Messrs. Macmillan intend to keep it in print at the price. The coloured illustrations are admirable, quite apart from their unusual artistic qualities. They go, so to speak, hand-in-hand with the letterpress, which is as illustrative of the pictures as the pictures of the letterpress. This suggests that perhaps the best way to make a nursery book is to begin with the pictures, and write up to these with the greatest respect all the while for their superior importance.

Among the many signs of universal interest in the subject of children's literature is an important project which is maturing on the other side of the Atlantic. It is intended to republish a generous selection of the children's books of all ages, including the writings of masters of such literature in all lands, and the series is to include ultimately all those books for children which have stood the test of time, as well as more modern books which have claims to equal rank. Particular attention is to be paid to the illustrations. The volumes for the earlier ages are to be very copiously illustrated, and in all cases the drawing is to be accurate, simple, and full of action.

This scheme, details of which may be expected later, will command the sympathy of English teachers and others concerned in the cultivation of juvenile imagination and in the formation of a healthy taste for good reading; and readers of the *Journal* may be curious to know what books will be considered suitable for this series. At any rate they will anticipate many difficulties for the editor when he proceeds to make his selection.

What books should form, say, the first twenty-five volumes in such a series? To suggest a list will be, no doubt, to invite criticism; but, even so, the resultant will not be regretted; on the contrary, it will be welcomed should it provide some interesting and suggestive correspondence. The following list, therefore, is put forth, in all due humility, as twenty-five books which all children should read. There may be others equally good; but, supposing a list of exactly twenty-five books, are there others whose claim to find a place is superior to that of those mentioned below?

The English Struwpeter.	Reynard the Fox.
The Nursery Alice.	Robinson Crusoe.
Katawampus.	Swiss Family Robinson.
To Tell the King the Sky is	Gulliver's Travels.
Falling.	Uncle Remus.
The Gold Thread.	Uncle Tom's Cabin.
Aesop's Fables.	Arabian Nights.
King of the Golden River.	Tom Brown's Schooldays.
Water Babies.	Lucas's Book of Verses for Children.
Grimm's Fairy Tales (Selections).	Andersen's " " "
Andersen's " " "	Kingsley's Heroes.
Perrault's " " "	The Pilgrim's Progress.
Alice in Wonderland.	Helen's Babies.
Through the Looking Glass.	

As other lists presume the Bible, so this list presumes some good volumes of nursery rimes and tales. Many other titles suggest themselves for inclusion in this list as of books which certainly should not be neglected; but, once the taste for good reading is formed, these can safely be left to look after themselves, particularly as they appeal equally to "children of all ages." These books are, for example, "Treasure Island," "Westward Ho!," "Monte Cristo," "Ivanhoe," the best of Jules Verne, Marryat, J. F. Cooper, Henty, &c.

It may be remarked that the list contains no books which appeal particularly to girls. Boys do not, generally, care for girls' books, whereas girls are eager readers of boys' books. One wonders whether this phenomenon has anything to do with the recent Hobson-kissing craze in the United States.

Our list is professedly only an essay, and we invite criticisms and suggestions.

THE LETTERLESS METHOD OF PIANOFORTE TEACHING.

A KINDERGARTEN SYSTEM OF MUSIC FOR BEGINNERS.

THE attention of educators has of late been directed to the advisability of applying kindergarten principles to the study of the rudiments of music. The system of music teaching which bears the above name is one which has this aim in view, and which, having been successfully in working for several years, may reasonably find a voice to express its purpose now. The appliances invented by Miss M. L. White for teaching on this original method formed part of the High School exhibit in the Education Division of the Women's Work Section of the Victorian Era Exhibition in 1897, and are at present in use in several public and private schools in England. As stated in the Countess of Warwick's catalogue of the section, this method strives "to help young minds to realize distances, time, form, and the meanings of signs, and to save children from much of the drudgery which too often attends early efforts to 'play.'" Its principle is, in brief, the Froebelian one, that a child realizes what he sees, and grows familiar, without effort, with what he touches; and, therefore, it seeks to present in a visible and tangible form all facts connected with the earlier stages of music which perplex young children.

A beginner's introduction to the staff lines is made with the help of long bars of wood, which he himself builds up into a giant staff, on which he afterwards delights to place his clefs, notes, rests, and expression marks, which are cut out for him in untarnishable brass. The position of the notes always being reckoned by distance, up or down, *i.e.*, by intervals, instead of by affixing an alphabetical name to every note on the piano keyboard—whence the system received its name, "Letterless"—both clefs are mastered at once; in fact, a child experiences no more difficulty in reading from the bass, or even tenor, clef than he does in reading from the treble. Time can be taught in no less than six different ways by means of appliances or games, so that, if one is not successful, another may be tried; the point which is insisted upon in each case being the *relative* value of the notes, the smallest in a piece always counting as unit.

Coloured reeds of proportionate lengths are threaded by the children to represent the values of various notes, and beads are stitched on to cards with the same idea. The formation of major and minor scales is shown by means of very ingenious charts, the first set of which has been used for blind children with great success; and the history of the development of the present musical staff from one line, as well as that of the various

signs, is illustrated by large diagrams. In her courses to teachers, Miss White explains the whole method, and the uses of the appliances; but these can also be adapted in an infinite number and variety of ways, both for simplifying music for beginners and for overcoming difficulties as they appear; and it depends to a large extent upon the individuality of the teacher as to whether or not pupils derive from them the full benefit they are capable of imparting. The hand receives a great amount of attention, having an appliance of its own to show what should be its normal position on the piano keyboard. The "hand-rest" exactly fits five notes, and can be drawn away from the keyboard when the hands are in the right position. The thumb—which is so unruly a member, delighting, as it does, to remain below-board—fits into a ring, which can be slid up and down to suit the size of the hand. Finger-lifting exercises can be practised with the hand-rests on a table. Pupils find the "time-indicator" very valuable when practising alone. It can be so adjusted as to show the relative value of all the notes in a given piece of music. "The Letterless Method of Piano-forte Teaching," which is the result of years of earnest work among children, has been carefully and lovingly worked out, and certainly succeeds in making smooth the path of the young player at the outset of his musical education.

The letterless system, we may add, has been tested and approved by so competent a critic as Mr. John Farmer.

SAFE NOVELS.

One of the Grenvilles. By SIDNEY ROYSE LYSAGHT, author of "The Marplot." (6s., Macmillan.)—It is not without a certain amount of hesitation that we notice "One of the Grenvilles" under our "Safe Novels" heading. The situation involves elements which some readers might consider *unsafe*. But, in our judgment, it is the manner in which a situation is handled, rather than the facts of the situation, that constitute wholesomeness or unwholesomeness in a novel. And so, as Mr. Lysaght's manner is admirable, we decide, on reflection, to recommend his book to our readers, warning them in advance that the basis of the plot is an irregularity in marriage relations. The irregularity belongs to the antecedents of the book. Sir Henry Grenville, of Court-de-field, in Devonshire, and his brother, Captain William Grenville, of the Royal Navy, were both passionately attached to a beautiful Irish lady, who in early girlhood had married an old Italian marquis of dissipated character and ruined health. The old man used his wife badly. She confided her sorrows to the brothers. The captain behaved honourably, giving sympathy, but not offering rescue: the baronet took advantage of the lady's confidence and carried her off. The marquis died within a year; but, before his death, the runaway wife had borne a son to Sir Henry Grenville; and that son, Martin, is the hero of the novel. Lady Grenville figures in the story as a beautiful and charming woman, romantic, sympathetic, sensitive—a noble character tainted, but not ruined. And some of the finest points of the book are made by the chivalrous devotion with which she continues to inspire Captain Grenville, and the fine loyalty paid to her memory by her illegitimate son. But this episode, though it influences the characters who make the action of the book, is not an actual part of the plot. That turns upon the love affairs of a group of young men and women of the next generation, and the great merit of the book lies in the admirable distinctness and vitality with which all these characters are put upon the stage. Martin himself is a hero full of virile stuff. Cast out from his father's house after a family row, in which the story of his birth has been suddenly burst upon him, he goes to the Soudan and becomes a captive to the Mahdi. His adventures in Africa make a glowing episode in the story, and leave a strong mark upon a strong character. His love-story comes afterwards, and it is full of unexpected turns of interest. There is a great deal in the earlier part of this novel, especially in the handling of the women's characters, that reminds us of Mr. George Meredith when he is at his best. We recommend the book as exceptionally brilliant and, at the same time, true to the realities of life and character.

The Confounding of Camelia. By ANNE DOUGLAS SEDGWICK, author of "The Dull Miss Archibald." (6s. Heinemann.)—Another brilliantly clever and original novel that everybody should read is "The Confounding of Camelia." It is thoroughly entertaining, with a sound moral, an original plot, and one delightful male character. The only fault we find in it is the rather too rapid development of the heroine's character from bad to good.

Off the High Road. By ELEANOR C. PRICE. (6s. Macmillan.)—"Off the High Road" is a very pleasant, unpretentious story, in which an heiress runs away from guardians who want to force her into a

mercenary marriage, and, falling among friends, finds a good husband for herself.

The Countess Tekla. By ROBERT BARR. (6s. Methuen.)—In "The Countess Tekla," a thrilling romance of the middle ages, an emperor in disguise wins the love of a lady in distress, and marvellous feats of skill are done among Germans by an English archer. The story of the siege of Thuron is most exciting, and the happy ending must give everybody pleasure.

REVIEWS AND MINOR NOTICES.

- (1) *Differential and Integral Calculus for Technical Colleges and Schools.* By P. A. LAMBERT, M.A. (7½ × 5 in., pp. 245; price 7s. 6d. Macmillan.)
- (2) *The Calculus for Engineers.* By JOHN PERRY, D.Sc., F.R.S. (7¼ × 4¾ in., pp. 378. Arnold.)
- (3) *Elements of Differential Calculus.* By E. W. BASS. (7½ × 4¾ in., pp. 354; price 17s. Wiley.)
- (4) *An Elementary Course in the Integral Calculus.* By D. A. MURRAY, Ph.D. (8 × 5½ in., pp. 288; price 6s. Longmans.)
- (5) *Infinitesimal Calculus.* Vol. 1. *Elementary; Real Variables.* By W. B. SMITH. (9 × 5½ in., pp. 352; price 14s. Macmillan.)

In one of the essays in the "Conflict of Studies," Todhunter describes the early experiences of two eminent mathematicians in studying the differential calculus. They both agreed that, after groping in the dark for some time, light had suddenly appeared, but, in spite of many efforts made, neither could recall the exact way in which it had come. Possibly in remembrance of their conversation, Todhunter inserted a short address to the student at the close of the introductory chapter of his own treatise. He suggests that "a person commencing this subject" must not be discouraged if he is unable at once to understand the general scope of the differential calculus, and to make use of it in solving algebraical and geometrical examples. Rather, "he must be satisfied at first with reflecting upon the meaning of the definitions, and examining whether the deductions drawn by the writer from those definitions are correct."

Since these words were written, a great advance has been made in the elucidation of the fundamental principles and in the wealth of the illustrations drawn from geometry and different branches of physics. Building on the experience of their predecessors, modern writers have endeavoured with success to abridge the period of groping in the dark, and it requires only a glance at any of the works mentioned at the head of this notice to show how far more favourable are the conditions under which present-day students attack the subject than those which their fathers had to encounter before them.

(1) Prof. Lambert's book is intended for beginners who do not require to advance far in the subject. It, therefore, seems to be well suited for students of physics and engineering, and the numerous illustrations and examples drawn from these subjects will add to the interest of the work for such readers. From the very beginning, the differential and integral calculus are treated concurrently as far as possible, a method which tends to economize time and labour. The most distinctive feature of the work is perhaps the separation of algebraic and transcendental functions. Before circular or logarithmic functions are approached, we have an outline of the differential and integral calculus as applied to algebraic functions only, including successive and partial differentiation and integration, with their applications, such as the determination of maxima and minima, the evaluation of indeterminate forms, the calculation of lengths, areas, and volumes. This is a distinct advantage, for the beginner is thus not baffled on the threshold by the troublesome evaluation of the limit of $\left(1 + \frac{1}{x}\right)^x$, when x is infinite, or by a

long series of differential coefficients, but enters without unnecessary preliminaries on the study of principles and new ideas. In the concluding chapters there is a short account of ordinary and partial differential equations.

(2) Although slightly marred by the conversational style and intrusiveness of the author, the "Calculus for Engineers" is in many respects a most valuable work. There is a perfect mine of illustrations drawn from different branches of physics and engineering. "The problems are many, and the best training,"

as Prof. Perry observes, "comes from a careful study of a few of them." The reader is, therefore, advised to skip judiciously, and not to work up any problem in which he has no professional interest. But those which he does take up are to be done very thoroughly. More than a week, for example, may be spent in drawing curves of the family $y = a \sin (bx+c)$, and meditating on the results. Thus, if his knowledge is acquired in a somewhat irregular manner, it will be mainly by his own work and efforts, and will be firmly embedded in his memory. The first chapter, it may be remarked, contains exercises on the differentiation and integration of x^n , the second on e^x and $\sin x$, while the third, consisting of "academic exercises," approximates most closely to the usual type. The book, as we have suggested, is wanting in refinement, and we cannot help regretting the unfair and quite unnecessary sneers at so-called "college men" and those who are supposed not to possess the "common sense of an engineer."

(3) Prof. Bass's work proceeds on more orthodox lines than the preceding, and, for those who wish to obtain a thorough training in the elements of the differential calculus, it will be found a valuable aid. While Prof. Perry only assumes an elementary knowledge of either mechanics or electricity, and very little algebra and trigonometry, Prof. Bass requires the usual acquaintance with pure mathematics as far as analytical geometry. The introduction contains useful chapters on functions, the principles of limits, and the rate of change of a function; and the three parts into which the rest of the book is divided relate to differentials and differentiation, analytic applications, and geometric applications. The author has done his work very carefully. Every novel or difficult point receives abundant illustration. The diagrams are, however, too small, and the general representation of an increment as large as that of the variable or function itself is apt to mislead beginners.

(4) In writing his "Integral Calculus," Dr. Murray has done great service to mathematical teachers. His object being to provide an elementary course and not a complete treatise, the subject-matter is arranged so as to suit the needs and arouse the interest of the beginner. The first two chapters, on "Integration a Process of Summation" and "Integration the Inverse of Differentiation," are commutative, and present a clear outline of the principles of the subject. The fundamental rules and methods of integration follow, and are, in turn, succeeded by a chapter of geometrical applications, such as the measurement of the areas of curves and the volumes of solids of revolution. A further chapter on the same subject occurs later, after the integration of different functions and successive integration have been considered. The determination of the centre of mass and of moments of inertia illustrates the applications to mechanics. An especially useful chapter is that on Approximate Integration, in which the planimeter is also described, and a new rule by Prof. Durand for finding the areas of curves is given, a rule for which its discoverer claims the full probable accuracy of the parabolic rule and the simplicity of the trapezoidal rule. The last chapter consists of a brief course of ordinary differential equations, a subject which the author has considered more fully in a separate work. The appendix contains a valuable series of supplementary notes, the theory of the planimeter, the applications of integral curves in mechanics, engineering, and electricity, and a classified table of integrals. In every respect Dr. Murray has produced an admirable text-book. It is well printed and illustrated, contains just what the beginner requires, and as much as nine out of every ten who study the subject will ever want to know.

(5) Prof. Smith's masterly volume is based on what appeared, after ten years' experience in teaching the calculus, to be lines of least resistance. There is something refreshing in the mere style of the work, the freedom from the customary phraseology of mathematical books, the entire absence of all consideration for examination purposes. The author's sole object is that "the student should attain as wide knowledge of the matter, as full comprehension of the methods, and as clear consciousness of the spirit and power of this analysis as the nature of the case would admit." He has thus produced a treatise which is, perhaps, more adapted for University than for school use. It is, nevertheless, one which ought to be at hand in every school library for the use of advanced or thoughtful pupils. We heartily recommend the book as one destined to "advance the mastery of the most powerful weapon of thought yet devised by the wit of man."

FOUR BOOKS ON GEOLOGY.

"Progressive Science Series."—(1) *River Development*. By J. C. RUSSELL. (Murray.) (2) *Earth Sculpture*. By JAMES GEIKIE, LL.D., D.C.L., F.R.S. (Murray.) (3) *An Intermediate Text-book of Geology*. By CHARLES LAPWORTH, F.R.S. &c. (Blackwood.) (4) "Natural Science Manuals."—*The Principles of Stratigraphical Geology*. By J. E. MARR, M.A., F.R.S. (Cambridge University Press.)

(1) It is no doubt difficult for the editor of such a series as the "Progressive Science Series" to coordinate the work of those who contribute successive volumes. Prof. Russell's "river development" deals largely with earth sculpture in America; and many of the illustrations and illustrative examples of Prof. James Geikie's "Earth Sculpture" are taken from river development as it is exemplified in America. There is thus a good deal of overlap in these two volumes. The evolution of scenery is, however, a subject of such interest that its treatment from slightly different points of view may be said to bring out the essential features in stereoscopic relief. Prof. Russell's work is somewhat verbose and lacking in that organized simplicity and directness which give charm to the best examples of popular scientific exposition, and there is little in the work of distinctive originality either in subject-matter or in treatment. It is true that the writer expressly disclaims any such originality. "My part in presenting this book," he says, "is largely that of a guide who points out the route others have traversed." That, no doubt, is largely the function of any popular expositor. But some have the knack of impressing upon their exposition an individuality which in other cases is lacking. Although Prof. Russell's volume cannot claim a place in the front rank of its class, it none the less contains much that will make its perusal advantageous to those who have not followed the extensive literature on the subject of which it treats. The geological history of river development, the superposition of a later drainage system on the buried and subsequently exposed model wrought out by an earlier denudation, are nowhere better exemplified than by the Appalachian and other rivers of the United States; where also the capture of lesser by greater drainage basins, the amalgamation of originally independent streams into a single complex river basin, can be traced through many of its stages. Some of the terms employed, such as *corrasion*, will sound unfamiliar to many English readers. Etymologically, "corrasion" suggests primarily the idea of "raking together," and rather the antithesis to abrasion than its complement. But, in its suggested technical signification, it is to include the processes of abrasion by stream-like movements of other substances than water when charged with rock fragments. Thus the grinding of rocks by glaciers is to be designated as *glacial corrasion*, by wind-blown sand *aeolian corrasion*, and so on. But one wonders whether the new term is really wanted. If not, the term itself and students of geology might well be spared.

(2) Prof. James Geikie's work is more firmly knit together and presents a better compacted whole. It is in some respects a misfortune to a writer—though in this case, also, we feel sure a source of pride—that a brother should treat of similar subjects with a grace and ease to which very few can hope to attain. And, if we say that "Earth Sculpture" is well worthy a place on the same shelf as the "Scenery of Scotland," we are awarding it no mean praise. The description of the evolution of land-forms in regions of highly folded and disturbed strata forms a chapter which, if somewhat technical, is well worked out and adequately illustrated. Glacial phenomena are treated on lines which will be familiar to those who are even superficially acquainted with the classics of our geological literature. The whole subject is treated with a freedom combined with self-restraint which afford a sense of easy and complete mastery.

(3) In turning to the other works whose titles are given above, we have before us books which are prepared rather for students in training than for general readers. The "Introductory Text-book of Geology," written by the late Prof. Page, passed through many editions, the last of which (the twelfth) was largely recast and rewritten by Prof. Lapworth. Yet further recast, enlarged, and extended in scope, the work makes a welcome reappearance as an intermediate text-book. As it stands, it is admirably adapted to its purpose. Within the limits assigned by Prof. Lapworth, it is, we believe, the best work we have in English. Prof. Lapworth's own researches have done so much for geology that where the work deals with matters of early geological

history it comes with a weight of authority which is unique. But the author has avoided the undue emphasis of this part of the subject; he has bestowed no less care on the other parts of the book, and he has knitted the whole into a text-book which the teacher may place in the hands of his scholars with every confidence that it is accurate and well up to date, and that it presents the science in due proportion and perspective. A new feature is the introduction of sketch-maps, showing the areas occupied by the strata under discussion. These do not come out very clearly, and in the absence of sections the structural relations of the strata will not be clearly grasped. There is some danger, too, lest, with these before him in his text-book, the student may think that reference to larger maps is unnecessary—a state of matters which would be deplorable.

(4) Mr. Marr's little book has a different aim. It is not a text-book on the science of geology in general, but a work along lines which are to some extent new and original, on the methods and scope of "Stratigraphical Geology." The author is well advised in not burdening his pages with too much detail. He has also added interest to it by giving a short historical chapter on the growth and progress of stratigraphical geology. It is well that students should learn to be familiar with the names and labours of those who have built up stone by stone the goodly edifice of geological knowledge. Somewhat less than half the book is devoted to chapters preparatory to the latter half dealing with the systems. There is much individuality and independence of reasoning throughout. The advice given is practical, and the outcome of much experience in teaching. The recommendation to students of systematic plotting down on outline-maps of the distribution of different kinds of sediments, of land and sea areas, of volcanic craters, and so forth, as he reads the descriptions of his text-book, is one that every serious student would do well to adopt. He thus reverses the mode of procedure of his author, and realizes the full value of what is set down more thoroughly than is otherwise possible. Mr. Marr deserves our thanks for a very useful and helpful book.

An Introductory Logic. By JAMES EDWIN CREIGHTON, Sage Professor of Logic and Metaphysics in Cornell University. (Price 5s. net. Macmillan.)

We were informed in *Literature* of January 7, 1899, that this book is "of the same scope" as Mr. Carveth Read's "Logic: Deductive and Inductive," of which a notice appeared in the *Journal of Education* last month. In that notice it was suggested that Mr. Read's book might with great advantage replace Jevons's "Elementary Lessons in Logic" as a handbook "in University teaching." To this there is, perhaps, but one objection, namely, that Jevons's book, with all its shortcomings, has the merit of being briefer and (to the beginner) easier; and, since it is in possession of the field, and is amply sufficient for the elementary examinations for which it is now used, any book which, though better, is longer and seems more difficult is hardly likely to be used as a substitute by the "wise undergraduates" in whose discriminating logical zeal the reviewer seems to have so much faith. But as a starting-point of logical study, to be followed by further reading, either Mr. Read's book or Prof. Creighton's may be warmly recommended. And, though the value of the former has been recently set before the readers of this *Journal* in such glowing terms, it may still be allowable to refer here to some of its characteristics by way of comparison. The two books are nearly the same in bulk and price; they are, again, alike in the fact that they cover the ground of "deductive" and of "inductive" logic, and they both follow in "deduction" the traditional procedure of formal logic, and in "induction" in the main the treatment of Mill and his school. Both, too, aim at a unifying treatment of the whole subject, and go some way towards getting rid of the crude opposition between formal and material logic to which English students have been so long accustomed. But, while Mr. Read professes himself chiefly indebted to Mill, Bain, Dr. Venn, and Dr. Keynes, Prof. Creighton tells us that his heaviest debt is to Dr. Bosanquet (to whom Mr. Read acknowledges no debt whatever), and after him to Mill, Jevons, Sigwart, and Bradley.

Their treatment is in accordance with these indications. Mr. Read's book is much more full, compact, and systematic, freer from faults of arrangement, repetitions, and apparent contradictions, while Prof. Creighton's is the more interesting, on account of his attempt to transfuse the time-worn, mechanical

detail of the subject with the spirit and suggestiveness of the "idealist" view, which presses upon our attention the one-ness of reality. Many of his faults and merits seem to us those of the school to which he has attached himself; but his style is rather unusually simple and pleasant, and his illustrations abundant and good, so that Part III. ("The Nature of Thought") would serve as an easy and elucidating introduction to the view that is sketched out in Dr. Bosanquet's "Elements of Logic." Prof. Creighton puts before us (in brief) everything that ever has been, or could be, called logic. We get deduction (syllogism), induction, and theory of knowledge, as well as an historical sketch and an introductory discussion of the standpoint and problem of logic.

But he does a great deal more than this, for he labours to bring the whole into connexion; and, though this attempt is rather perfunctory as regards the relation of Part I. (the traditional formal logic) to induction and theory of knowledge (cf. § 20, &c.), yet it is a step—sincere and genuine—in the right direction. "Formal" logic will be always with us; "inductive" logic is the inseparable attendant of reflective science; haughty "idealism," the latest comer, supposes itself to unite the true inwardness of both formal and inductive, and, though it has not yet perhaps succeeded in showing very clearly in detail "the particular go" of the relationship, it must certainly be reckoned with and, in some sense, accepted. It is to be hoped that Prof. Creighton's book is the forerunner of some work which will do for all these logics a service of articulation comparable to that which Mr. McTaggart has begun to render to the Hegelian dialectic in his delightful "Studies."

Prof. Creighton's book, we must observe, is very noticeably inferior to Mr. Read's in the part which deals with immediate and mediate inference. His treatment of (so-called) immediate inference, and its illustration by Euler's diagrams, does not go beyond Jevons's, which is unsystematic, incomplete, and even inaccurate. Here, and in what is said of denotation, &c., much would be gained by a reference to Dr. Keynes's treatment in his "Formal Logic." And the references at the ends of the chapters seem to be rather unnecessarily multiplied. One short list of works, with a few remarks by way of guidance, would have been more useful to the student. The book concludes with a set of questions and exercises and a brief index.

On the whole, Prof. Creighton's "Logic" is interesting and stimulating, and in many respects a good book for intelligent students to start with. It contains plenty of solid undisputed detail, but at the same time is not calculated to produce or foster a spirit of dogmatism. We get no cut-and-dried, systematic, consistent definitions given of such terms as *thought* and *inference*, no hard and fast lines drawn between logic and psychology, no irrefragable statements of the laws of identity or causation; we are left to feel everywhere the pressure of difficulties and the need of further elucidation. Perhaps we feel this all the more because in some cases the author himself does not seem to have fully seen the difficulties which remain unsolved.

Cambridge Compositions, Greek and Latin. By R. D. ARCHER-HIND and R. D. HICKS. (Price 10s. Cambridge Press.)

These fair copies, verse and prose, are principally designed as models for students, and the book will be widely used by sixth-form masters in public schools. The names of the two editors and of the chief contributors—Prof. Butcher, Mr. J. D. Duff, the late Prof. Goodhart, Mr. Headland, Mr. Heitland, Mr. C. W. Moule, Prof. J. S. Reid, and Dr. Verrall—are sufficient guarantee for the high standard of scholarship. Prof. Jebb contributes four pieces, and there are two by H. A. J. Munro. There is a copy of Greek elegiacs by Miss Stawell, the first essay in this branch of scholarship by a lady we remember to have seen. 'Ἀκμήν ποτ' ἀκμήν πολλάκις ἔσχε βίος is as neat a version of "And in short measures life may perfect be" as any by the dominant sex. When all is so good, it is difficult to pick and choose. For originality of conception and vigorous execution, we greatly admire Dr. Verrall's rendering into Greek iambics of Meg Merrilies' curse, "Ride your ways, Lord of Ellangowan." The Latin hexameters into which a speech from the "Legend of Montrose" is turned by the same author are not so successful. We are still more struck with the superiority of the Greek to the Latin, or, rather, of Greek to Latin as a language, when we compare Mr. Moule's version in

Latin hexameters with Mr. Archer-Hind's version in Greek iambs of "There, in a secret olive glade, I saw Pallas Athene rising from the bath in anger." Compare—

Hic in oliveti latebris mortalis Athenen
Iratam vidi dum ripam ascendere ab unda
Lota parat.

Ἐνταῦθ' ἐλαίδεντι λαθρεῖαν νάπει
δέδορκ' Ἀθῆναν ἐκ βοῆς ὀρμυμένην
χόλω βαρεῖαν.

The Latin fails wholly, by failing to preserve the order of ideas. On the other hand, Mr. Moule's version of "When maidens such as Hester die," in the "Pastor cum traheret" metre, is admirable; and his "O potior somnis irrequieta quies," for "Awake for ever in a sweet unrest," is a stroke of genius. Mr. Spratt's rendering of a stockbroker's circular in Latin prose is a *tour de force*.

To end with a Parthian shaft: "Oscula—nonne vides?—mons spirat in aethera dium," for "See the mountains kiss high Heaven," would surely have seemed to a Latin, even of the silver age, a cold conceit. The passage from Froude on the gulf between mediæval and modern England is beyond the powers even of Professor Jebb, and should never have been attempted. "The abbey," "the castle," "church bells" cannot even be paraphrased. "Parietinae militum et sacerdotum" could have conveyed no meaning to Cicero; and even "viae quibus insisterant vestigia annorum" would have puzzled him. On page 342, to render "fain would I" first by *εἰ ᾔην*, and then by *βουλομένην αὖν*, can hardly be justified.

Sermons Biographical and Miscellaneous. By the late BENJAMIN JOWETT. Edited by the DEAN OF RIPON. (Price 7s. 6d. Murray.)

"Charming" is not the epithet one naturally applies to sermons, but no one word so exactly conveys the impression they have left on the reader. There are reticences, there are economies of truth, there are difficulties consciously or unconsciously evaded; but there is none of the conventionality and platitude and begging the question that we generally associate with pulpit oratory. The preacher never poses or rants, but speaks to us in the still small voice that made him the pet of society and the terror of shy undergraduates. He is an optimist, who believes in human nature; an eclectic, who admires Bunyan equally with Spinoza, Wesley no less than Dean Stanley, Archbishop Tait no less than Gambetta, yet he is no blind hero-worshipper. Even in the funeral sermon he hints at foibles and failures, nor are satiric touches and veiled irony wholly lacking. Here is one:—"The laity, too, who did not always support him [Stanley] adequately during his life (for they have sometimes a strange way of finding fault with the bigotry of the clergy, and yet asserting that a man of liberal principles ought not to be a clergyman)." Again: "He would have delighted at a notice which appeared of him in a religious newspaper the day after his death: 'The Dean of Westminster has closed his brilliant, but melancholy career.'"

There is little to criticize when all is so sane and sensible, but we may note a tendency to exaggerate the importance of the character or event which is being dealt with. Thus, Wycliffe is "the greatest of English Churchmen"; Pascal is "much above the measure of any man now living in Europe"; the expulsion of the Non-Conformist ministers in 1664 is "the greatest misfortune that has ever befallen England."

The editing of the volume leaves much to be desired. The random insertion and omission of inverted commas is most perplexing. On page 345 a "not" has obviously dropped out. The notes explain some allusions that are obvious from the context, and do not supply reference to quotations which are not obvious.

"The Progressive Science Series."—*Volcanoes.* By T. G. BONNEY, D.Sc., LL.D., F.R.S., Professor of Geology at University College, London. (8½ × 5½ in., pp. 351; price 6s. Murray.)

Prof. Bonney thinks that, notwithstanding the works of Daubeny, Scrope, Judd, Geikie, Russell, and others, there is room for the present volume. He deals with the latest phenomena, and anything written by him on the subject commands attention. The plan of the book is excellent. The author leads "the reader through descriptions of the varied phenomena

of volcanic action in the present and in the past towards ascertaining by inference the cause or causes of eruptions." He first gives an account of the "living volcano," choosing instances to exhibit it "at every stage from birth to death." He traces the history of Vesuvius from A.D. 79, and shows what effects were produced by the terrible eruption of that year and of those since that date. He deals similarly with Monte Nuovo, Stromboli, Krakatoa, Cotopaxi, and others. Next he shows what may be learnt by an examination of the material ejected from a volcano. Then he turns to Auvergne, and studies the extinct volcanoes of that district, with the view of bringing out the changes in the position of vents and in the nature of the ejected materials; whence he passes to the British Isles. Afterwards he describes the distribution of volcanoes either at present or in comparatively recent geological times, and shows what conclusions may be drawn from this distribution. Lastly, he sums up results and ably discusses the various theories. The illustrations are very good—some are from quite recent photographs—and the printing of the book is admirable. It is quite a pleasure to read it after so much of the miserable print of the present day.

"Foreign Classics for English Readers." Edited by Mrs. OLIPHANT. (Each vol. 6¼ × 4½ in., price 1s. Blackwood.)—*Rabelais.* By Sir WALTER BESANT. (pp. 194.) *Montaigne.* By Rev. W. LUCAS COLLINS, M.A. (pp. 192.) *Madame de Sévigné.* By Mrs. RICHMOND RITCHIE. (pp. 181.) *Schiller.* By JAMES SIME, M.A. (pp. 214.)

These are all sound, well written, and interesting little volumes, well printed and neatly bound. It is a pity, however, that, except in one case, there is nothing in the volumes to indicate that they are not new works, but reprints—some of them written nearly twenty years ago. The *learned* public, it is true, are not likely to be misled; but the series is intended for the *unlearned* public. Most of our readers are doubtless acquainted with Sir Walter Besant's volume. It is written with skill and good judgment; but it is handicapped by its being necessary to omit, or just dimly hint at, one of the prominent features of Rabelais' writing—its frequent gratuitous dirtiness. This, however, allows more space to be devoted to Rabelais' serious side—his enlightened, and often noble, views on life and on education. He was not always a buffoon; and, even behind the buffoonery, there is often much that is earnest and true; while here and there, in Gargantua's letters to Pantagruel for instance, there are passages of real beauty, and inspired by a genuine religious-mindedness.

Mr. Collins gives a very clear and just view of the *Sieur de Montaigne*, the charm of his *Essays*, his broad-mindedness, his selfishness, and his amusing vanity. In particular, Montaigne's remarks on education are well grouped together and interestingly set forth, though, of course, any one writing for teachers would, here and there, have gone more into detail.

Mrs. Ritchie's volume is marked by the brightness and good sense with which our readers are familiar in her other writings. No one will find her "*Madame de Sévigné*" dull, and most will accept her criticisms as just and never severe.

Mr. Sime's "*Schiller*" is one of the best volumes of the series. He shows just that enthusiasm for his subject which keeps the chapters at the right temperature without allowing it to rise unduly, and his judgments are clear and sound. Personally, we do not value Schiller's dramas quite as highly as Mr. Sime is inclined to do; but that is another matter. The volume is not, like Carlyle's "*Life*," a work of genius, but it is much more up to date and in many ways sounder.

"Pitt Press Series."—*The Lays of Ancient Rome and other Poems by Lord Macaulay.* Edited, with Introduction and Notes, by J. H. FLATHER, M.A. (6¼ × 4½ in., pp. xiv., 184, with Maps. Cambridge University Press.)

The plan of this little volume is to print the poems with their prefaces as Macaulay issued them; to add notes both to the prefaces and to the poems, with an index; and then to prefix a brief introduction dealing with Macaulay's life and the "*Lays*" themselves. The short notice of Macaulay's life does not seem to us to be necessary; but the rest of the introduction is likely to be found useful as well as interesting. The notes, especially those relating to classical history, are satisfactory and commendably concise; but there is a tendency to explain what does not need explanation. It is not necessary to give the meanings of such words as *amain*, *mart*, *helm*, &c.; nor are we much helped by being told that *evil case* = evil plight; while the word *ween* just before is not explained. This looks somewhat like carelessness. Still, the notes, on the whole, are satisfactory, and the volume will be found very useful for school purposes.

"The University Tutorial Series."—*The Intermediate Text-Book of English Literature.* Part II., 1660 to 1832. By W. H. Low, M.A., and A. J. WYATT, M.A. (7 × 4¼ in., pp. xii., 287; price 3s. 6d. W. B. Clive.)

When calling the attention of our readers to Part I. of this useful

text-book, we stated that, to our mind, it seemed both well informed and clearly written, and that the illustrative selections seemed to us very happily chosen. We can but repeat the statement with regard to Part II., and, while doing so, we are well aware that the period it deals with is much more complicated and difficult to keep clear. But, though the task was harder, the authors have been quite as successful as they were before. In the earlier period the positions and qualities of the various authors are mainly, if not wholly, settled and acknowledged. In the later period there is still much room for differences of appreciation. It is not every one who will acknowledge that Pope was a poet in the truest sense of the term; nor is the position of Byron, or even of Wordsworth, a matter of universal agreement. In other words, the critical faculty, together with literary judgment and good taste, is much more called into play. To be deeply critical would not be possible in a book of this size, and the authors have not attempted the impossible; but, as far as they have allowed themselves to go in this direction, their statements are marked by moderation and good sense. They have given us a handbook, not a *history*, of literature, and those who need the former will not readily find a more workman-like example of this size and price. The book is professedly written for those who are preparing for examinations, and we consider it well fitted for its purpose.

"Blackie's School and Home Library."—*Typee: A Romance of the South Seas*. By HERMAN MELVILLE. (7 x 5 in., pp. 223; price 1s. Blackie & Son.)

This is a well printed, strongly bound, and very cheap edition of Herman Melville's well known account of his adventures in the Marquesas Islands, first published in America and England in the year 1846. Certain omissions and abridgments have been found necessary to fit the book for its present purpose; but these have been made with care and good judgment, so that the story retains its freshness and interest. It reminds one frequently of some of Pierre Loti's stories without the love-making incidents. The series to which this volume belongs is not only acceptable for its remarkable cheapness, but also for its selection of permanently interesting books. School libraries should take note of it.

Early Chapters in Science. By Mrs. W. AWDRY. (7½ x 5 in., pp. xviii., 348, illustrated; price 6s. Murray.)

The additional title of this book is: "A First Book of Knowledge of Natural History, Botany, Physiology, Physics, and Chemistry for Young People." It is edited by Prof. W. F. Barrett, of the Royal College of Science for Ireland. When, late in 1897, Mrs. Awdry left England to accompany her husband to his diocese in Japan, she placed her MS. in Prof. Barrett's hands for purposes of publication. He and several other specialists have revised the various sections of the book, so that we may rely on the accuracy of their statements; but it is also possibly due to the eminent specialists that here and there, though not invariably, we are given rather more technical terms than young people require. It is only too easy for beginners to imagine that they have acquired knowledge when they have merely learnt a technical term and its definition. Some of the chapters, moreover, might have been a little less formal. The first stages of a subject are more readily assimilated when not too formalized. Nevertheless, the book is undoubtedly interesting and helpful. It is inevitable that it should remind us of Paul Bert's "First Year of Scientific Knowledge"; but, though not nearly so ambitious as that uneducational little book, it is far more readable. Mrs. Awdry's work is divided into two parts, the first treating of "the World of Life," or the animal and vegetable kingdoms, and the second of "the World of Experiment," or the forces of Nature. Somewhat more space is devoted to the former than to the latter; but we confess to preferring the latter, in which the experiments are well chosen and well described, and we have not noticed any instance of the common mistake of conveying the impression that the single experiment *proves* more than it really does. The aim of the first part, we are told, is to induce the young student to *observe*, that of the second to *question*, Nature. In the main, no doubt, these aims are accomplished; but the distinction seems to us to have no particular value, for young people will not go on observing and observing for mere observation's sake. Classification alone will not hold their attention long; its interest belongs to a later stage, when, having acquired knowledge, we desire to arrange it. In other words, observing and questioning should go together, and they do so more effectively in the second than in the first part. The illustrations are satisfactory and plentiful. The book should have some success; but the price is rather high for beginners.

"The Badminton Library."—*Athletics*. By MONTAGUE SHEARMAN and others. (7½ x 5½ in., pp. xxvi., 356, illustrated; price 1s. 6d. Longmans.)

"Athletics and Football" appeared as a single volume in 1887, and has since then been reprinted three times. In the present volume we have "Athletics" issued separately, revised and enlarged, with the original introduction by Sir Richard Webster, Q.C. We have no doubt that the new volume will be in every way as successful as the old one; in any case, it richly deserves to be so. In addition to the abundance of carefully gathered information, we are given much in

the way of comment and advice. Under the latter head, the remarks seem to us characterized by moderation and sound common sense. Particularly is this the case in the chapters on "Training" and "Athletics at School." In the former chapter the main gist of the advice is: Disturb the mode of life and the diet of the trainee (we are dealing with amateurs) as little as possible, and do not attempt to lay down hard and fast rules to apply to every one, except perhaps as regards smoking, which should, if possible, be discontinued; keep the trainee cheerful, and do not overfeed him. To which is added much that is wise with regard to the actual physical exercise. In the other chapter—which is by Mr. W. Beach Thomas—we have been particularly impressed by the plea that athletics should be made much more than it is a part of the regular physical education of the schools—one of the *games*, so to speak—and not a mere short-lived preparation for a single exhibition, with a view to pots. In themselves, apart from pots, running and jumping are valuable exercises—personally we should bar the hammer and the weight at school—and there are various ways of making them interesting to the whole of the school for at least a term. There is much that schoolmasters would do well to consider in this interesting chapter.

The Student's Gibbon. Abridged from the original work by Sir WILLIAM SMITH, D.C.L. A new and revised Edition, in two Parts, by A. H. J. GREENIDGE, M.A. Part I., from A.D. 98 to the Death of Justinian. (7¼ x 5 in., pp. xx., 422, with maps and illustrations; price 7s. 6d. Murray.)

As we are told in the preface, the changes introduced in the text of this new edition are mainly in the direction of restoring to their original form the passages selected. Over and above this, the student is supplied with numerous notes at the foot of the pages and appendices at the end of the chapters. The former correct or supplement the statements in the text, while the latter contain information of importance, but somewhat too detailed for a footnote. Further, we are given at the end of each chapter a brief bibliography of the chief modern works dealing with the events of which it treats. At the end of the book there is a good index. Taken as a whole, Mr. Greenidge's work seems to us to have been done with skill and sound judgment, and to show a thorough knowledge of the subject. The illustrations are good of their kind and genuine, and serve as real aids to the text, and not as mere casual adornments, as is so often the case. The maps also and the genealogical tables will be found useful. We do not pretend to have read the volume from cover to cover; but we have dived into it in many parts and read many pages, and we have been struck by the success with which the general flavour of Gibbon's history has been maintained—his attitude of mind and his very diction; while the notes are always on the alert to guard us against any serious misconception. The book is a good piece of work, and will be found very useful by students whose time does not permit them to master the complete history.

Great Books. By the Very Rev. F. W. FARRAR. (Isbister.)

Reprints of papers which have appeared in the *Sunday Magazine*, this volume makes no pretence of independent research or original treatment. Its sole object is to direct the young to the study of great authors—Bunyan, Shakespeare, Dante, Milton, "The Imitation." Far the best thing in the book is the epitome of the "Commedia," the worst the two chapters on Shakespeare. Dante—even the story—is not easy to follow; and Dean Farrar is a serviceable Vergil. To treat Shakespeare solely as a moral teacher, and, in particular, as a preacher of temperance, is a one-sided view that amounts to misrepresentation. The Dean, by the way, is mistaken in saying that spirituous liquors were unknown in Shakespeare's days; *aqua vite* is often mentioned in the plays.

"Professor Meiklejohn's Series."—*One Hundred Short Essays in Outline*. (Price 1s. Holden.)

Any one of these hundred skeletons, decently articulated and draped, would gain nearly full marks in a Lower Civil Service or Local Examination. This is more than we could say for any similar collection of essays in outline that we have seen. On the other hand, few come up to scholarship mark. There is no attempt at subtlety or originality of thought. In the absence of any preface or running commentary, it is hard to guess how and by whom the book is intended to be used. Masters doubtless will find it serviceable for suggesting theses, and also as supplying a standard of what they may expect from an intelligent pupil. For pupils the materials given are, in our judgment, too copious. They would destroy one of the main advantages of essay writing—the necessity of hunting up and selecting information.

A Practical Arithmetic. By JOHN JACKSON. Fourth Edition. (Price 4s. Low, Marston, & Co.)

The fourth edition differs from its predecessors chiefly in the addition of more than a thousand new questions taken from the papers set in the Oxford and Cambridge Local, Civil Service, and various other examinations. Great care has also been taken to render the answers reliable.

The Tutorial Dynamics. By W. BRIGGS, M.A., and G. H. BRYAN, Sc.D., F.R.S. (Price 3s. 6d. Clive.)

The authors have already published a "Text-book of Dynamics," and the present volume is an enlarged edition of this, and covers the ground required for the London Intermediate Science Examination.

It seems in every way most suitable for the use of beginners, the initial difficulties being fully explained and abundantly illustrated. The first ten chapters are confined to motion in a straight line, and there must be few teachers who do not recognize this as the best method, for it allows some of the fundamental principles of dynamics to be grasped without the intervention of geometrical difficulties. The last two chapters contain a brief introduction to Rigid Dynamics.

An Introduction to the Differential and Integral Calculus and Differential Equations. By F. GLANVILLE TAYLOR, M.A., B.Sc. (Price 9s. Longmans.)

This is another and very welcome addition to the excellent series of text-books recently published on the differential and integral calculus and differential equations. The author, who is Mathematical Lecturer at University College, Nottingham, has done his work with great care and thoroughness. Without striving after novelty of material, he has given a good account of the first principles of the subjects, with numerous illustrations and examples from geometry and physics. The differential and integral calculus occupy separate portions of the book; but it would be easy for any teacher who wishes to do so to take the early parts of the two subjects concurrently. We have no hesitation in recommending Mr. Taylor's work as a thoughtful and attractive introduction to these important branches of mathematics.

The New Popular Educator. A Complete Encyclopedia of Elementary and Advanced Education. Vol. I. (9 × 6½ in., pp. 380, with maps and illustrations; price 3s. 6d. Cassell.)

This is the first volume of a new edition of a well known book—there are to be eight volumes in all—and, as far as we have been able to notice, the various articles, or lessons, have been adequately brought up to date. As our readers will remember, the book is intended to assist those who have left their elementary school in the task of self-instruction. The topics dealt with are various enough: arithmetic, astronomy, drawing, English, French, geography, geometry, German, historic sketches, human physiology, Latin, music, physical geography, shorthand. Each subject is divided into a large number of successive stages, and a lesson is sketched on each stage. All lessons for first stages of all subjects are given first, then those for second stages, and so on, so that many of the subjects will run through the whole of the eight volumes. Were the writers of the book skilful experts, and did they treat their subjects so as to keep them in the closest interconnection, each helping as many of the others as possible, we should be able to see some advantages in the arrangement; but, as it is, we are given a general impression of scrappiness. Though the articles do not strike us as being the work of skilful experts, we must add that they are fairly well informed and generally accurate. The methods employed, however, are frequently rather old-fashioned, especially in the earlier stages of arithmetic, English grammar, and geometry. There can be no doubt, however, that the book has proved itself useful in the past, and we can see no reason why it should not have another successful career before it.

"The Graphic Story Books."—Edited by M. T. YATES, LL.D. Vol. I., *Graphic Stories of Sailors*. Vol. II., *Graphic Stories of Soldiers*. Vol. III., *Graphic Stories of Kings*. Vol. IV., *Graphic Stories from Great Authors*. (7½ × 5 in., pp. 256 in each case, illustrated in colour and in black and white; price 2s. per vol. W. Collins, Sons, & Co.)

These volumes—which are only a few out of a large series—are a marvel of cheapness. They are story books containing numerous entertaining tales and graphic descriptions of life and adventure in all parts of the world; liberally illustrated with pictures, which are generally satisfactory, though a few of the coloured ones are a little trying; well printed, and strongly, if not very tastefully, bound. In the cases of three of the above-named volumes the stories are "true stories," while in that of the last they are selections from works of fiction. The matter, whether specially written for the present purpose or selected, is treated with care and skill; with the result that the books are both thoroughly healthy in tone and decidedly interesting.

The "Sailor" volume—which in many ways we like best—deals with the lives and deeds of such heroes as the Cabots, Magellan, Vasco da Gama, Sir Walter Raleigh, Sir Richard Grenville, Drake, Blake, Nelson, Cook, Franklin, ending with an account of Arctic exploration.

The "Soldiers" form a long list, restricted to Anglo-Saxons, and stretching from Hereward the Wake to Lord Wolseley and Lord Roberts, and including, somewhat unnecessarily, Captain John Smith (of Pocahontas fame), Washington, and Garfield. On the other hand, many of the greatest soldiers that ever lived are not mentioned.

The "Kings" all belong to Great Britain, except Charles of Sweden and Napoleon. Fourteen stories are given.

The "Graphic Stories from Great Authors" is a particularly satisfactory volume. The authors are Scott, Bunyan, Sheridan Knowles, Dickens, Macaulay, Longfellow, Washington Irving, Defoe, Addison, Hawthorne, and Swift—an oddly arranged and by no means ideal list. But the selections under each—some of which are poetical—are well made, and the brief remarks about the authors are sufficiently well written.

Altogether we are well pleased with this series, and would call the

attention of school librarians to it. The volumes are also suitable for prizes and gift-books. They are marvels of cheapness, as we began by saying, and contain plenty of capital reading.

(1) *One Hundred Stories for Composition, in Alternative Versions.* (7 × 4½ in., pp. vi., 143; price 1s. 3d. Blackwood.) (2) *Philips' New Handbook of Composition Exercises, Typical Letters, Subjects for Essays, and Letter Writing.* (7¼ × 5 in., pp. 128; price 1s. 4d. Philip & Son.)

(1) The idea of this neatly printed little book is to set before school-children orally two versions of the same story which differ slightly in the mode of telling, and then to require the children to tell the story again in a manner not precisely the same as either of the first two versions. It is thought, and quite rightly, that the alternative versions will induce the child to attend to the true gist of the story rather than to its mere wording, so that the child's own version will be a real effort at telling a story, and not a mere effort to remember words. The stories, which are as a rule remarkably well chosen, are not given names, in order that the teacher and the children together may discuss the question as to what name would be most appropriate—another good idea. Teachers of English composition will find this a very useful little book.

(2) The title of Messrs. Philips' new handbook sufficiently indicates the nature of its contents. It is intended for the use of Standards V., VI., and VII. The greater part of the book is taken up by 175 well selected short stories, to be reproduced by the children after hearing them read. Many of these come quite freshly to us. The book will be found useful.

"Short Studies from Shakespeare's Plots."—*King Lear*. By CYRIL RANSOME. (7 × 4¼ in., pp. x., 44; price 9d. Macmillan.)

This is a reprint from Prof. Ransome's short studies of some eight of Shakespeare's best known plays. We can only repeat what we have already said, namely, that the work is excellently done. Such studies will certainly create an interest in the plays themselves quite apart from matters of archæology and linguistics.

READERS.

"The Raleigh Geography Readers."—VI., *Geography of Greater Britain*. (7 × 5 in., pp. 256, illustrated; price 1s. 9d. Blackie.)

The countries treated of in this well printed little book are India, Canada, Australia, Africa, and the West Indies. The aim is to supply a bright and readable account of the countries of Greater Britain, their peoples, plants, animals, productions, industries, government, and commerce. This aim is satisfactorily accomplished. The chapters are distinctly readable, and the illustrations, as a rule, good. A careful synopsis at the end adds to the usefulness of the volume.

Chambers's Alternative Geography Readers. Standard VII. (7 × 4¾ in., pp. 224, illustrated; price 1s. 6d. W. & R. Chambers.)

In the form of descriptions of various tours, we are given an account of the features and facts of chief importance relating to the colonies and dependencies of Great Britain, a summary of the facts being supplied at the end. The narratives are pleasantly written, the facts are chosen with judgment, and the pictures and maps are satisfactory. Children will find the book interesting. But this would be still more the case, we think, if the pages were not divided up into short, numbered paragraphs.

The Ideal Readers. Book III. and Book IV. (7 × 4¾ in., illustrated in colour; Book III., pp. 160, price 1s.; Book IV., pp. 176, price 1s. 3d. Sir Isaac Pitman & Sons.)

These are carefully made selections of stories and verses, new and old. The printing is good, the illustrations are quite remarkable for their taste and beauty, and the binding is neat and dainty. We do not know any prettier, more attractive reading-books than these. The only drawback is that the pages are divided into numbered paragraphs, which is certain to jar upon the little people. The stories are, perhaps, better suited for girls than for boys.

The Patriotic Historical Reader. Book I. and Book II. (7 × 4¾ in., pp. 160, illustrated; Book I., price 10d.; Book II., price 1s. Collins & Co.)

These volumes consist of simple stories taken from English history, simply told, and profusely illustrated. Book I. covers the ground from the earliest period to the end of the fifteenth century; Book II., that from the Battle of Bosworth to the present day. The stories are well chosen, and the illustrations are, in many cases, unusually good, the colour printing being generally very successful. The red and the blue cover is somewhat staring and unpleasant; and the pages are disfigured by being split up into a great many short, numbered paragraphs which have no right to be paragraphs at all. Nevertheless, these little books are interesting.

The Attractive Readers. Primers I. and II., Infant's Reader I., and Book I. (7 × 4¾ in., illustrated. Primer I., pp. 35, price 4d.; Primer II., pp. 52, price 5d.; Infant's Reader, pp. 80, price 6d.; Book I., pp. 128, price 9d. C. Arthur Pearson & Co.)

There can be no doubt that these little books deserve their title of "attractive." They are daintily bound, well illustrated, and well

printed. The coloured pictures are, as a rule, very well executed—especially in the case of Book I. But, unfortunately, it is precisely that volume the contents of which we cannot entirely praise. There are a great deal too many dealings with death in it for young people. After all, the introduction of violent ends or hairbreadth escapes is a very cheap way of depicting heroism. The other booklets do not err in this way, except that it was quite unnecessary to bring in cats killing rats or mice—a not very common sight for children nowadays, and never a healthy one. There is, however, abundance of other material that we heartily approve; and we repeat that the little books really are “attractive.”

The Waverley Object Lesson Readers. Book III. (7 × 5 in., pp. 208, illustrated; price 1s. 3d. McDougall's Educational Co.)

This book is well printed, and the pictures are somewhat better than is usual in such cases. The text, however, is snipped up into short numbered paragraphs (which generally are not paragraphs in any true sense) in the odious way lately become prevalent. The subject-matter deals with objects which might become the material for object lessons, and does so in a fairly interesting way. Summaries of the lessons are given at the end of the volume.

The Waverley Historical Reader. (Scheme A.) Sixth Book, with 100 illustrations closely following the text. (7 × 5 in., pp. 304; price 1s. 6d. McDougall's Educational Co.)

The period dealt with in this work is that from early Britain to the end of the reign of Elizabeth. The plan, which is a good one, is to deal almost exclusively with the main facts of history, and to intersperse the narrative with brief biographical accounts of the most notable men. The facts are well chosen, and the book pleasantly written, well printed, and tastefully bound. Most of the illustrations, too, and the head- and tail-pieces, are much above the average. At the end of the volume are given genealogical tables and a summary of events. The book, however, suffers from two serious drawbacks—the pages are divided up into short numbered paragraphs, and each section or chapter is preceded by a list of words to spell.

“Bell's History Readers.”—*Early English History to the Norman Conquest, in Twelve Stories.* (7 × 4½ in., pp. xi., 163, illustrated; price 1s. George Bell & Sons.)

The stories are satisfactorily chosen and fairly well told, and the illustrations are neither very good nor very bad. Summaries of the lessons are given as an appendix. The printing is large and clear, and the binding sufficiently tasteful. Unfortunately for the interest of the book, the pages are divided into very short numbered paragraphs, and a great number of lists of words for spelling are given. When will publishers understand that no one can be interested in pages cut up in this way? And are not teachers able to choose for themselves the words they wish to use for spelling purposes? It is a pity to spoil a nice little book.

“Royal Osborne Geography Readers.”—Book IV.: *Sea and Land.* (7½ × 5 in., pp. 253; price 1s. 3d. Nelson.)

This is a useful little book, bright and chatty, with plenty of pictures, and likely to interest the children for whom it is intended.

CALENDAR FOR MAY.

[Items for next month's Calendar are invited. Matter should reach the office, 3 Broadway, Ludgate Hill, London, E.C., by the 23rd inst.]

- 1.—Army Exams., Sandhurst and Woolwich. Latest day for returning forms.
- 1.—Return forms also for London University Matriculation, June, 1899; Scottish Education Dept. Teachers' Certificate; London University M.A. Exam., Branches I. and II.; Aberdeen, Locals and Higher Certificate for Women; Yorkshire College, Leeds, Scholarships.
- 1.—London University M.B. Exam. begins.
- 2.—Oxford, First and Second Exams. for Degree B. Mus. begin.
- 2.—Parents' National Educational Union. Mr. Earl Barnes's Lecture on “The Study of Children: its Value and its Dangers,” at 11 Kensington Palace Gardens (4.30 p.m.).
- 4.—Mathematical Association. General Meeting at University College, Gower Street, at 8.0 p.m.
- 4.—Law Society. Return forms for June Final Exam.
- 7.—Send in notice and fees for Institute of Chartered Accountants' Preliminary Exam., June.
- 7.—Society of Arts. Return forms for Practice of Music, Vocal and Instrumental.
- 8.—Durham University. Candidates for Exam. in Literature to send in names.
- 9.—Return forms for Oxford and Cambridge Schools Exam. (Higher Certificate).
- 9.—Higher and Lower Preliminary Exams. of the National Froebel Union.

- 9.—National Home-Reading Union. Annual meeting at the Drapers' Hall, Throgmorton Street, E.C. Address by Right Hon. James Bryce (3.30 p.m.).
- 9-12.—Parents' National Educational Union. Conference at Portman Rooms, Baker Street. (Programme can be had from the Office, 28 Victoria Street, S.W.)
- 9-13.—Royal Agricultural Society's Exams.
- 9, 16, 17.—Mr. J. W. Mackail's Lectures on “Dramatic Art of the Greeks,” at University Hall, Gordon Square (8 p.m.).
- 10.—Return forms and pay fees for Edinburgh Local Exam.
- 10.—Royal University, Ireland. Send forms for First Exam.
- 10.—College of Preceptors Evening Meeting.
- 10.—Bedford College, London, for Women, York Place, Baker Street, W. The Council and Principal “At Home,” 4 to 7. (Presentation Day at the University of London.)
- 11.—Return forms for Oxford Local Exam. to Local Secretaries with fees.
- 12.—Durham. Candidates for Final Exam. to send in names.
- 14.—Return forms for Cambridge Teachers' Training Syndicate.
- 14.—Return forms for Victoria University Preliminary, Intermediate, Final, and other Exams.
- 14.—Institute of Chartered Accountants' Intermediate Exam., June, send in notice and fees.
- 14.—Owens College, Manchester. Return forms for Entrance Scholarship Exams.
- 15.—Return forms for Royal University of Ireland Matriculation Exam. (Pass and Honours).
- 15.—Post Translations for *Journal of Education* Competition.
- 16.—Botanical Theatre, University College, W.C., 8 p.m. Lecture on “Falstaff,” by Canon Ainger. (Teachers' Guild.)
- 16-21.—Liverpool University College Entrance Scholarships and Studentships Exam.
- 17.—Oxford Exams. for Women. Second Public Exam. Return forms.
- 17.—Royal University of Ireland. Return forms for Second Exam.
- 17.—College of Preceptors Pupils' Certificate and Junior Forms Exams. Return forms.
- 17.—College of Preceptors. Meeting of Council.
- 18.—Return forms and deposit “Articles” for Law Society's June Intermediate Exam.
- 18.—University of Wales. Send forms for Second Matriculation Exam.
- 18.—Return forms for Oxford and Cambridge Schools Lower Certificate Exam.
- 18.—University College, Gower Street, 3 p.m. First of a course of Six Lectures on “Recent Discoveries in Egypt,” by Prof. Flinders Petrie.
- 20.—Return forms for Institute of Chartered Accountants' June Final Exam.
- 23.—Post School News, items for this Calendar, &c., and all Advertisements for May issue of the *Journal of Education*.
- 24.—Return forms for Trinity College, London, Local (Musical Knowledge) Exam. Also for Oxford First Exam. for Women (Scripture).
- 24-25.—University College, Gower Street, W.C., 3 p.m. Two public Lectures on “Dante's Purgatorio,” by Rev. Dr. Moore.
- 25.—Bedford College, London, for Women, York Place, Baker Street. Easter Half Term begins.
- 26 (first post).—Latest time for receiving urgent prepaid school and teachers' advertisements for the May issue of the *Journal of Education*.
- 26.—University Hall, Gordon Square, W.C., 8 p.m. Lecture on “Children's Sense of Property,” by Prof. Earl Barnes.
- 31.—Return forms for Oxford University Exams. for Women, Responsions.
- 31.—St. Andrews University L.L.A. Exam. begins.

ARRANGEMENTS FOR JUNE.

June 1.—Prof. Henry Sidgwick's Lecture on “The Relation of Ethics to Sociology,” at University Hall, Gordon Square (8 p.m.).

The June issue of the *Journal of Education* will be published on Wednesday, May 31.

UNIVERSITIES AND SCHOOLS.

OXFORD.

During the last month Oxford has been “down,” and there is, therefore, no local activity to record. The only event of importance to the University which has occurred since your last issue is the death of the senior “Burgess of the University,” Sir J. R. Mowbray, who has represented us in the House of Commons for thirty-one years. Notices of him have appeared in all the papers, and it will suffice here to say that he was a man greatly respected, without distinction of party, in the House of Commons, in the University, and wherever he was known. His funeral (at the time at which these lines are written) has not yet

taken place, and it is premature to speculate on his successor. In an Oxford University election general politics may be said, in a sense, to be excluded, by the simple fact that no Liberal candidate could conceivably be returned. But it is legitimate to hope that it may be possible to find a candidate who combines academic distinction with some real knowledge of educational questions. There is no reason why, in regard to the proper work of a University member, Oxford should be less well represented in Parliament than Cambridge.

WALES.

The Guild of Graduates met at Bangor on April 5, but adjourned without transacting any of its business on hearing of the sudden death of its retiring Warden, Mr. T. E. Ellis, M.P. Mr. Ellis's interest in the work of the Guild was very great, and at the time of his death he was engaged in seeing through the press the first sheets of an edition of the works of Morgan Llwyd, which he was editing for the Guild series of Welsh classics. The postponed meeting of the Guild will be held in October.

It is practically certain that the next Warden of the Guild will be Mr. J. E. Lloyd, M.A., of Bangor, whose work in the literature section of the Guild is of great value.

The Court of the University, which is visiting the more important towns of Wales, met at Swansea on April 21, and was received with the heartiest of civic welcomes, including a reception by the Mayor and a public luncheon. At the meeting of the Court, the Executive Committee reported that Mr. Brynmôr-Jones, M.P., had introduced a Bill in Parliament to secure for the graduates of the University the privileges accorded to graduates of the Universities of Oxford, Cambridge, and London, and the Victoria University. The committee were making arrangements for the publication of the Gilchrist report of 1897 on "The Teaching of Geography in Switzerland and North Italy," by Miss Reynolds, of Cardiff.

It was recommended that some alteration should be made in the present arrangement whereby the office of Vice-Chancellor was held for one year only, and it was decided to alter the statutes so as to fix a maximum term of office for the Vice-Chancellor, leaving the precise term to be settled by standing order. It was resolved that all members of the Theological Board should hold office for three years, one-third of the members to retire each year. It was resolved that a fellowship of £125 should be offered for competition next October.

Dr. Isambard Owen was re-elected Senior Deputy-Chancellor, and the Hon. George Kenyon the Junior Deputy-Chancellor, for the year 1899-1900. The following were elected as the Standing Executive Committee—Messrs. A. C. Humphreys-Owen, M.P., Brynmôr-Jones, M.P., and Alfred Thomas, M.P., Professors Dobbie, Edwards, and Conway, Messrs. Owen Owen, D. E. Jones, and Cadwaladr Davies, Lady Verney, Colonel Price Jones, M.P., Dr. R. D. Roberts, and Mr. W. Edwards, H.M.I.S.

The Treasurer's report showed a deficit of £128. 7s. 6d. Dr. Owen stated that the estimated expenditure for the coming year was £4,737, but the Treasury declared they could not allow them more than £4,000 in any one year. The Standing Executive Committee proposed to use the utmost endeavours during the coming year to reduce the expenditure and to see how nearly they could keep to the limit of £4,000, which the Treasury had fixed as a maximum. But it would be the greatest possible misfortune if, from considerations of financial economy, they could not continue to secure the services of such an unimpeachable body of examiners for their degrees as they at present possessed. The sound academic credit attaching to their degrees was due not only to the excellent work done in the colleges, but partly also to the reputation of the examining body.

On the report of the Senate, the regulations relating to the M.A. degree and the Bachelor of Music degree were adopted. Candidates for the M.A. degree will be required to keep a qualifying period of study of two years after their graduation as Bachelors, which study need not be pursued in a constituent college of the University. Besides undergoing a general examination, from which graduates in Honours will be excused, each candidate presents a dissertation on the subject of his special study.

The half-yearly meeting of the Court of Governors of the North Wales University College was held at Rhyl on April 19 under the presidency of Lord Kenyon. Dr. Isambard Owen was elected a Vice-President of the College. It was announced that the Equipment Fund of £4,000 for the College farm in Anglesey was completed, the subscribers including the Drapers' Company, Sir Henry Tate, and the Duke of Westminster.

The authorities of the Aberystwyth University College have finally decided not to accept the bequest of £1,500, which was burdened with the condition that the scholarship for which it was left was not to be held by a Unitarian or Roman Catholic. The money goes now to a local chapel.

The possibility of the absorption of the Welsh Central Board by the new authority established for England and Wales by the Board of Education Bill, which was apparently hinted at by the Duke of Devonshire, is being discussed in educational circles, and it is certain that

strong opposition will be offered in Wales to any attempt to set aside the functions of the Central Board.

SCOTLAND.

ASSOCIATION OF TEACHERS IN THE SECONDARY SCHOOLS OF SCOTLAND.

[By a resolution of the Association, at the Annual Meeting on November 23, 1895, the "Journal of Education" was adopted as the medium of communication among members of the Association.]

ABERDEEN BRANCH.

A MEETING of this Branch was held in the Central School on the evening of Friday, April 14, to hear an address on the subject of "Higher-Grade Science Schools," by Mr. Colin G. Macrae, Chairman of the Edinburgh School Board. At the commencement of his address, Mr. Macrae pointed out that there was no doubt that the pupils in elementary schools left school at too early an age, and that, moreover, the instruction at present provided for pupils who did remain longer at school than the majority was not at all satisfactory. In view of these facts the Department contemplated the establishment of higher-grade science schools, in which pupils who had gained the Merit Certificate would enter on a regular and organized course of study, to be complete in three years. The special aim of this course of instruction, which would include literary and commercial as well as scientific subjects, would be to bring pupils into direct intellectual relation with their actual environment, and to fit them in a definite and practical way for their future spheres of work. Higher-grade science schools, although undertaking work that was undoubtedly secondary, would not interfere with existing secondary schools. The former were intended for pupils of the industrial class who would not remain at school beyond the age of fifteen or sixteen. Existing secondary schools were intended to prepare pupils for professional careers. Such pupils would remain at the secondary school till the age of eighteen or nineteen, and then proceed to the University. Mr. Macrae remarked that the attempts already made at transplanting pupils from elementary schools to secondary schools of the existing type had not proved successful, and that this was an additional reason for the establishment of the proposed higher-grade schools. Should such schools fail, when established, through lack of support, the remedy would be found in raising the age limit of exemption. The cost of the equipment and maintenance of the schools would be met by the Government grants and by local aid. As the education in these schools would be secondary, the local aid might take the form of fees. In conclusion, Mr. Macrae expressed the hope that one result of the establishment of higher-grade schools would be to divert the stream which at present ran so strongly in favour of turning our lads into clerks and "quill-drivers" and to cause industrial occupations to be regarded with greater favour. A discussion followed the reading of the paper, and on the motion of Professor Trail, who occupied the chair, Mr. Macrae was accorded the hearty thanks of the meeting for his able and interesting address.

IRELAND.

The National Teachers held their annual Congress in Limerick last month. It was a stormy meeting, as there has been much difference of opinion between the Central Committee and some of the members during the past year. The Congress reaffirmed their satisfaction with the Maynooth Resolutions as a settlement of the managerial question for Catholic teachers. An appeal to the bishop of the diocese is practically of little avail to give security of tenure to the teacher. The bishop may side with the manager, or decline to interfere (as in the Leixlip case), or even instigate and approve the teacher's dismissal himself (as in the Elphin district). But it is difficult to see how the Catholic teachers could continue the struggle unless they were prepared to revolt against the control of the Church in education. If the National Commissioners were made the final authority in deciding what teachers should occupy certain posts, then teachers whom the Church did not approve might continue in possession of schools. To such a state of affairs the Catholic bishops would never consent. The Protestant teachers refuse to accept a court of appeal consisting of Churchmen, and the Catholic teachers support them in this, on the grounds that the Protestant bishops hold a position totally different from that of the Catholic prelates.

Notwithstanding the present complete submission of the teachers, how grave a position this whole question has reached may be judged by the following resolution recently passed at a meeting of the clerical managers of the Roman Catholic province of Armagh (which includes the whole of Ulster and some portion of Leinster and Connaught):—"That, considering the defamatory nature of the statements and insinuations put forward by the Irish National Teachers' Organization through their executive committee in the memorial presented to the Commissioners of National Education on June 21, 1898, and, further, regarding the language used and spirit manifested in the speeches and resolutions at the Teachers' Congress as affording solid reasons to fear that men encouraging and adhering to such principles are not safe guides and guardians of Catholic children, we hereby pledge ourselves not to appoint any teacher who in future may apply for the position of prin-

principal or assistant in any school under our management until the applicant has supplied satisfactory proof that he or she is not a member of the Irish National Teachers' Organization as at present constituted, and given a written undertaking to have no connexion with the said organization in future."

At the same time it is intended to form an extended Managers' Association, including all Ireland. This is a serious invasion of the rights of civil servants (and, indeed, of all workers) to combine for redress of grievances.

Except to put forward a plea that the new Local Councils should enforce compulsory education (which they are empowered to do), the Congress did little except to dwell on the teachers' monetary grievances and the internal politics of the Association. Of education directly, and in the true sense, we hear little from the Irish teachers.

The Irish Branch of the Teachers' Guild and the Association of Intermediate and University Teachers have forwarded memorials to Government on the subject of registration for Irish secondary teachers. This movement was begun when it was expected that the Teachers' Registration Bill of last Session would be brought forward this year. The Associations desired that it should be extended to Ireland. The position, however, is altered by the introduction of the Duke of Devonshire's Bill. The Associations now hope that, if provision for the registration of teachers be made under this Act, they may obtain permission for Irish teachers, who desire it, to be registered with the same qualifications as English teachers must have. Their grounds are that Irish teachers going to England would be placed at a disadvantage if not registered, or even in Ireland might suffer in competition for posts for which English registered teachers were candidates. It might seem a more direct course were the Irish members to introduce a distinct Bill for the registration of Irish teachers. It is improbable, however, that any Irish member would undertake such a Bill, or that it would be passed if attempted. Irish education is a dangerous subject to touch. A few weeks since the Catholic Headmasters at a meeting of their Association passed a resolution that to require any such qualifications from Irish Catholic teachers would be an injustice, so long as no University which they could conscientiously attend existed in Ireland. This shows that there might be considerable opposition to any Registration Bill, and that it might arouse the greater difficulties in Irish education.

One of the ablest criticisms of Mr. Balfour's University scheme which has appeared is the article in the April number of the *Contemporary Review*, by the Provost of Trinity College, Dublin. The position of the writer and his high ability would, of course, ensure attention; but, independently of this prestige, it is a most able defence of the policy and position of Trinity College, an acute piece of destructive criticism, and delightful to read, from the strength, clearness, and humour of the writing. Dr. Salmon points out the evils of separating young Irishmen of different denominations in distinct Universities, each moulded on some special sectarian lines, as tending to make mutual understanding hopeless, and to narrow and degrade education. He also opposes the opening of a Catholic University, were it founded, to students of other denominations, pointing out that, with the false commercial spirit now prevalent of getting monetary value with the least intellectual labour, many would resort to such a University who would otherwise go to Trinity College or some other institution giving a higher kind of education. He suggests that a residence house should be established in Dublin with the desired "Catholic atmosphere" where Catholic students attending either Trinity College or the Royal University could reside under the supervision of the Church. This, however, is no solution. Able as the article is, it leaves the main difficulty untouched, that Irish Catholics of the upper classes do not receive good University education (with the exception of the few who go to Trinity College), and apparently will continue without it, unless they can get it in an institution completely under the control of their Church.

The annual Conference of the Alexandra Guild took place on April 22, and was most successful. The Conference occupies the whole day, and is a reunion of past and present students. Very interesting papers were read by Mrs. Richardson, on "The Spirit of Citizenship," by Miss Lyster, M.A., on "Extremes in Education," by Dr. Winifred Dickson, on "Medicine as a Profession for Women," and by Lady Ferguson, on "Some Remarkable Women of Various Times." An account was also given of the tenement-house scheme, which was started last year by the Guild, and is now in full operation. A limited company has been formed to buy up tenement-houses in the slums, put them into repair, and let them at a low rent to tenants, who it is hoped will be benefited by the ladies (students of Alexandra College) who manage the houses collecting the rent and doing all that is required themselves. The Conference this year was largely attended, and was very interesting and pleasant.

A series of valuable public lectures have been delivered this spring on various literary and scientific subjects at the Catholic University College, Stephen's Green. The lectures, which are intended to resemble University Extension lectures, were given by Fellows of the Royal University, and were free to the public. Most of them were of a very high order of merit.

SCHOOLS.

EDINBURGH, ST. GEORGE'S HIGH SCHOOL FOR GIRLS.—Annual Exhibition of Royal Drawing Society of Great Britain and Ireland.—The following prizes have been gained by pupils:—Silver Star, Cloth-workers' Company, by Hermina Henderson, for shading from cast; Bronze Star, Royal Drawing Society, by Anna Reid, for foreshortened drawing; Sir John Lubbock's Prize, by Joan Simson and Elizabeth Kirkwood, for botanical drawings; Bronze Medal, Society of Arts, by Eliza Wilson, for shading from cast; Silver Star, Royal Drawing Society, by M. Ritchie, for shading from cast; Bronze Star, Royal Drawing Society, by Elizabeth Mitchell for shading from cast; Bronze Star, Royal Drawing Society, by May Bell, for shading from cast.

MARLBOROUGH COLLEGE.—We are fast shedding our old masters. Last year Mr. Thompson and Mr. Mullins retired, and our Nestor, the Bursar, was taken from us by death. This year Mr. W. Mansell, the senior assistant-master, retires after thirty years of faithful service, and we are also losing Mr. Champneys. Mr. Champneys, though comparatively young in years, was the senior in-college master, having refused the offer of a house. He was a devoted Marlburian, and joint author of the "History of Marlborough College." His place will be hard to fill.

STRAND HOUSE SCHOOL, LONDONDERRY.—The successes during the past month are five scholarships and thirteen prizes, gained in more or less open competition. Entrance Scholarships, Magee College: Grocers' Scholarship, £25, E. Bryan; Grocers' Scholarship, £25, M. Coffey; Jamison Bursary, £10, L. Reid; Jamison Bursary, £10, U. Fallows; Adams Bursary, £10, A. Cunningham; two first prizes for English; one first prize for Greek; two second prizes for English; two second prizes for Latin; one first prize for logic; one first prize for mathematics; two first and two second prizes for English essays, awarded by the Society for Prevention of Cruelty to Animals.

TONBRIDGE SCHOOL.—We have this term welcomed our new Headmaster, the Rev. C. C. Tancock, who has already made himself popular alike with town and school. The following distinctions have been gained:—A classical scholarship at Lincoln College, Oxford, by F. J. Wrottesley; at Corpus, Cambridge, by H. W. F. Cooper; and a classical exhibition at Magdalene, Cambridge, by F. P. Barnes. The sports were considerably marred by the inclement weather at the end of the term, but there were some good performances notwithstanding, notably in the half-mile, which was won by F. C. Jackson after a hard struggle, who thus secured the Points Cup by a single point. The House Challenge Cup fell to Park House, the Gymnasium Cup to Day Boys (L-Z), the Silver Racquet to Day Boys (A-K).

PRIZE COMPETITIONS.

The Translation Prize for this month is awarded to "C. E. M." The winner of the Translation Prize for March is Thomas W. Gellibrand, Esq., 15 College Terrace, Brighton.

The winner of the Extra Prize for March is Miss Yeend, The Close, Lichfield.

DIE KÖNIGE.

Drei Kön'ge wandern aus Morgenland;
Ein Sternlein führt sie zum Jordanstrand,
In Juda forschen und fragen die Drei,
Wo der neugeborene König sei?
Sie wollen Weihrauch, Myrrhen und Gold
Dem Kinde spenden zum Opfersold.

Und hell erglänzt des Sternes Schein;
Zum Stalle gehen die Kön'ge ein;
Das Knäblein schauen sie wonniglich,
Anbetend neigen die Kön'ge sich;
Sie bringen Weihrauch, Myrrhen und Gold
Zum Opfer dar dem Knäblein hold.

Oh Menschenkind! halte treulich Schritt!
Die Kön'ge wandern, o wandre mit!
Der Stern der Liebe, der Gnade-Stern
Erhelle dein Ziel so du suchst den Herrn;
Und fehlen Weihrauch, Myrrhen und Gold,
Schenke dein Herz dem Knäblein hold!
Schenk' ihm dein Herz!

By "C. E. M."

Outen ye East three kynges are sped,
To Jordan's banks by a starre y-led.
In Judah's land seeke nowe all three
Wherso ye new-borne Kyng may bee?
Incense and myrrhe and gold of pryse
They to ye Babe wolde sacrifice.

Full brightly gleameth ye starrës shine,
Ye kynges have entered ye stalle divine ;
On ye faire Childe they joyful gaze,
And falle before Him to give Him prayse.
Incense and Myrrhe and gold of pryse
There to ye Babe they sacrifyse.

O mannës childe, eke with them goe !
See where their steps turn ; turn thou soe !
Ye starre of love, ye mercy-starre,
Shall to thy Lorde poynt from afarre ;
Hast thou ne incense, ne myrrhe, ne gold,
Thenso to give Him thy herte be bolde—
Give Him thy herte !

By THE PRIZE EDITOR.

Three kings from the East have travelled far,
To Jordan River, their guide a star ;
Through the land of Judah roam the three,
And ask where the new-born King may be ;
For the new-born Babe, as an offering,
Frankincense, gold, and myrrh they bring.

In a flood of light the star beams fall
As the three kings enter the lowly stall ;
They gaze on the Child with ravished eyes,
And kneel at His feet in suppliant guise ;
Frankincense, gold, and myrrh they bring—
A tribute meet for the new-born King.

Children of men, to your ways take heed ;
Go ye whither the three kings lead ;
Ye, too, if rightly ye seek His face,
Shall be led by the star of love and grace.
Frankincense, gold, and myrrh ye have none ;
Give ye hearts to the new-born Son—
Give Him your hearts !

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The difficulty of the "Twelfth Night Carol" is that it can be rendered almost word for word, but not quite. Take the first couplet :—

"Three kings go forth from an Eastern land ;
A little star leads them to Jordan's strand."

This, we see, or ought to see, at once, will not do. "An Eastern land" misses the vague connotation of "the East" ; "a little star" is no equivalent for the German diminutive of endearment ; "Jordan's strand" is an intolerable sibilant. So, on second thoughts, we are forced to abandon the obvious rime and the diminutive, and wholly recast the couplet. Again, in the last stanza, "Loyally keep in step with the kings" is too naive for English, and the graphic present *wandern* can hardly be kept. The commonest cause of failure was the prosody—a disregard

(Continued on page 326.)

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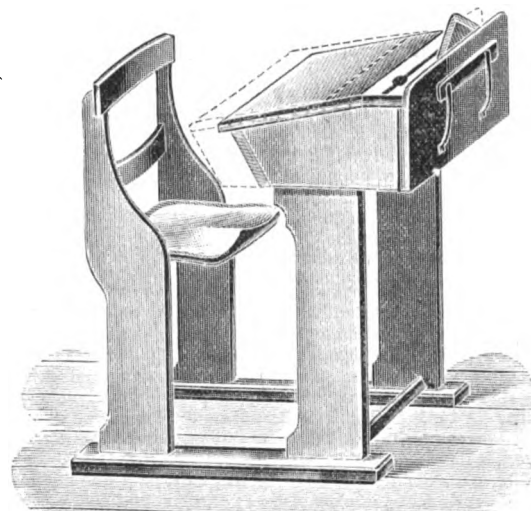
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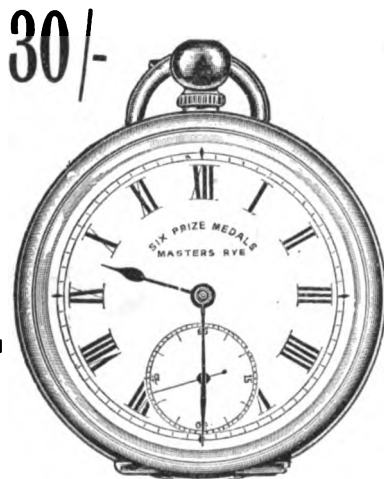
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of accents. Thus a typical third line ran: "In Judæa's land they sought, the three," making "Judæa" a metrical equivalent of "Syria"; and the fifth and sixth lines of the same competitor were:—

"And offerings of frankincense [*sic*], myrrh [*sic*], and gold
They brought, as to a king of old."

To make the lines scan, we must alter to

"Gifts of frankincense, myrrh, and gold
They brought as meet for a king of old."

"Myrrh" and "there," "Judæa" and "here," "bow" and "low," are false rimes.

It was no easy matter to award the prize. "Mons Aprinus" would have had it but for one stress of rime—"The kings bow down in awe untold"; "G. E. D.," but for one forced note—"They follow of stars the last and least"; "Mutter," but for a flaw noticed above—"Do thou, O man, keep pace with them." "Balthazar" (p. m. Bath) and "Cinera" were also in the running.

A Prize of Two Guineas is offered for the best translation of the following passage by Maurice Talmeyr:—

Que Mme Sarah Bernhardt ait du talent, un grand talent, du génie même, si nous y tenons, on ne songe pas à le contester. Mais ce génie seul a-t-il fait d'elle l'espèce de personne étourdissante, éblouissante, écrasante, ébouriffante, qu'elle est devenue, et dont il faut baisser la mule, si l'on ne veut pas que ses fanatiques vous lynchent immédiatement? A-t-elle bien conquis ce royaume de Saba, ou de Sabbat, par les seuls moyens poétiques, et son énorme et tumultueuse célébrité n'est-elle faite que de sonnets et de vers à la lune? Non, et la "Grande Sarah," en réalité, n'a pas lutté que pour son art, mais pour une notoriété fâcheuse, crieuse, turbulente, implacable aux notoriétés voisines, avide, néronienne, et qui apparaît bien précisément comme le dernier mot de ce que nous appelons la "lutte." Toujours, partout, quand même, on la retrouve luttant. Luttant par ses chapeaux, luttant par ses toilettes, luttant par ses chiens, luttant par ses nègres, par ses poètes, par ses panthères apprivoisées! Tout cela, on ne sait comment ni pourquoi, s'est toujours transformé pour elle en moyens de lutte, en instruments de règne et de réclame destinés à tyranniser le badaud.

Plutôt peut-être encore que grande artiste, la Grande Sarah est donc surtout une grande *tombeuse*. Les auteurs, avec elle, ne font plus que

des drames à sa mesure, des pièces à son moule, des besognes de complaisance. Tombés, les auteurs! La critique est fascinée, terrorisée, ligottée. Tombée, la critique! Le public, dès qu'il s'agit d'elle, accepte tout, rôle d'admiration sous son pied, se récrie sans même en avoir envie. Tombé, le public! La vie d'une pareille Andromaque n'est plus une vie, mais une arène, et une arène de chez Marseille, où tout le monde mord la poussière, excepté Marseille lui-même. Mme Bernhardt est effrayante, et son activité diabolique, ses déplacements inquiétants. Elle n'est pas six mois à Paris qu'elle fond tout à coup sur la malheureuse Amérique, pour refondre ensuite sur l'infortuné vieux continent. Et elle ne prétend pas qu'à la gloire, aux luttes, aux lauriers et au tapage artistiques, mais à tous les tapages, à toutes les luttes, à toutes les gloires et à tous les lauriers!

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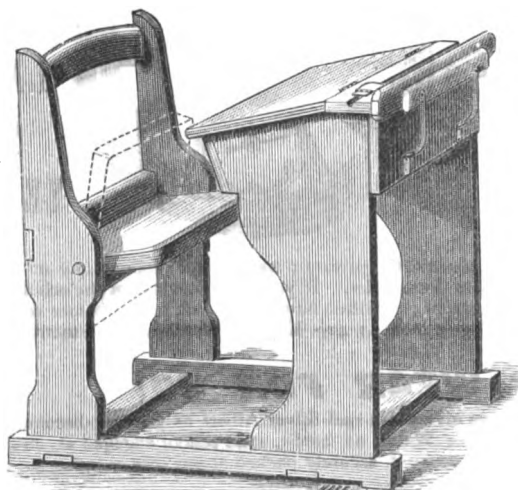
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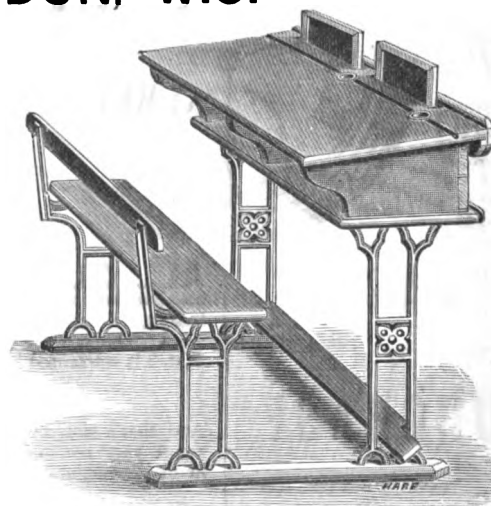
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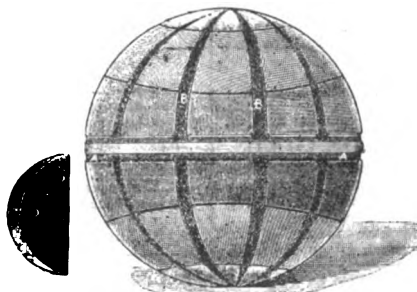
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THE assimilation of girls' education to that of boys has tended to put the study of English literature in the background. Under the old system, a really good girls' school had a considerable amount of time to devote to English. That time is now largely taken up by Latin. Reading Cæsar looks like serious study, and reading Tennyson does not; and, besides, Latin is now necessary, not only for the Matriculation Examinations of London and other Universities, but also for the entrance examinations of nearly all the women's colleges. So English literature is put aside.

Now it seems that, if we want to estimate the gain and loss of this change, the first fact to grasp is that, out of a hundred boys who begin Latin, not more than one or two learns enough of the language to read Horace and Virgil for mere enjoyment, without regard to its value for examination purposes. Three-quarters of the time and toil spent in the business is wasted—unless, indeed, we take the extreme "formalist" view of education, and regard all kinds of mental drill as equally good as long as they are equally thorough. A sudden change in the case of boys may be practically impossible; but it does not seem hopeless to appeal to women not to stereotype the same irrational system in their own schools.

When the reform of women's education was set on foot some forty years ago, it was open to the leaders of the movement to substitute for this worship of the beggarly elements a genuine devotion to the great realities of culture. As it seems to some of us, a wrong turn was taken. The girls' school threatens to become a mere imitation of the boys' school. Anxious above all to vindicate the equality of their sex, women have adopted as much as possible of the educational system hitherto confined to men, just as they have taken over men's outdoor recreations. But, as it is possible that cricket and football are not the best of all possible games for girls, so it is possible that the grammar of the classical languages is not the best form of mental exercise for them—even although it be held that nothing better has been discovered for their brothers. Let us grant that this particular training is very suitable for the latter, or, at any rate, that it is hopeless to look for any change; yet it by no means follows that women do wisely to imitate men in the matter.

The main argument seems to be that Latin grammar and composition afford a most excellent intellectual drill, and that no other subject develops the intellectual faculties so well. The first statement is true, but not the second. Properly taught, on analytical methods, English, French, and German are equally serviceable for the purposes aimed at; and they have the advantages of providing substantial and valuable knowledge as well. The purely "formalist" view of education is, of course, absurd; we cannot maintain that mere mental development is the only object of the wise schoolmaster's efforts in the school-room. The subject-matter is, at least, as important. Otherwise, as Mr. Adams remarks in his clever essays on the Herbartian psychology and education, "instruction in crime ought to be educationally as important and profitable as instruction in science and classics." You cannot divorce form and matter in education any more than in anything else. Any modern language and literature may be made as valuable an intellectual gymnastic as the Latin; while it has the further advantage of supplying a set of ideas which shall be of constant service in after-life, and, above all, be capable of subserving a purpose too much neglected in education—the cultivation of those æsthetic emotions which, in most English men and women, are so miserably stunted.

If the true object of education be to fit us to enjoy the highest which life has to offer, and to help others to enjoy it, art and literature must occupy a larger place than they do in our schools. In art teaching there has been a noticeable improvement of late years, though much remains to be done. Unfortunately, the assimilation of girls' education to that of boys has tended to put a stop to progress in the case of literature. The headmistress of the typical high school has yet to learn that the study of English literature is a great means of culture, and that the study must begin in most cases at school. We have at hand the finest literature that the world has ever seen; incomparably greater and more worthy of study than that of Rome. Even if we suppose that one or two girls in a hundred—which I take to be the ratio in the other sex—ever come to

read Virgil and Horace and Cicero in the original for their own sakes, they are leaving the mountain to batten on the moor when they turn from Shakespeare and Milton and Burke in order to do it. There is, of course, no necessary antagonism. The student who loves the great Romans for their own sake will, in all probability, love the great Englishmen too. But the road to Wordsworth and Shelley *via* Virgil is a roundabout one, and most young people fail to find it.

In the girls' high schools, so far as I can discover, no English literature is, as a rule, studied, except the inevitable Clarendon Press "Shakespeare." The notes of this edition—models of what notes for school use should *not* be—are sometimes, I am informed, learnt *apart from the text*, and said in class. I have been told by high-school girls that they regarded their English literature as the dulllest lesson of the week; nor can one be surprised at the avowal if these are the methods followed. I have found that girls taught in this way are usually ignorant of the very name of the chief English masterpieces, setting aside the principal works of Shakespeare and Milton. They cannot give the names of the authors of such books as "Gulliver's Travels," "The Rape of the Lock," or "The Excursion." They have no idea when Swift or Pope or Wordsworth lived. Pupils who have left an English high school to go to Germany have told me, in a tone of wonder, how the German girls "knew all about" English literature, while they themselves knew nothing of it. The girl from the higher standards of a public elementary school, as a rule, knows more about English literature than the girl who has been educated at a high school. The mistress of the average private school for girls, run "on modern lines," is ignorant that in literature, as literature, there is anything that can be taught. She recognizes, indeed, that a play of Shakespeare ought to be got up during the year for some examination or other, and she is prepared to devote an hour or two a week for the purpose of enabling her pupils to commit to memory the oddities of the Elizabethan vocabulary and of the Elizabethan syntax, and to acquire a minute knowledge of the less important features of the play. And, indeed, this is what the examiners seem chiefly to want. But, because they do not understand the business of education, the teacher is not bound to follow their whims. After all, it is not necessary to enter a child for this ridiculous ordeal every year. In any case, the most likely outcome of this dismal word-grinding, with the examination always before the eyes of teacher and pupil as the whole object of the year's work, is a complete and final distaste for Shakespeare and every other great Elizabethan classic. The object of all teaching of literature should be to enable the pupil to understand and to enjoy, or, rather, to understand in order to enjoy. To arouse genuine interest in good literature is far more important than anything else. This is the central truth of the matter. If this point is not gained, the teaching is a failure; and it certainly cannot be gained by making the queer words, the abnormal constructions, the corruptions of the text, and the least significant speeches of the least significant characters the main objects of attention.

What is required is, first, analytical study of the chief literary forms in order that we may understand the construction of the play or epic. In the case of other arts, say architecture or music, this is now recognized. "To examine merely the words is to act like a student of architecture who, in a great cathedral, refuses to attend to the plan or mouldings or tracery, but concentrates his mind exclusively on the chemical and mineralogical characteristics of the stone of which the church is built." (1) We want to discover all the sources of interest in a great tragedy—the nature of the plot, the way in which the story is unrolled, the characters and the manner in which they are grouped, the ethical teaching, and so on. All these should be analyzed. (2) What biologists would call the "minute structure" must be taken into account, such as the metre, diction, and figures of speech. We want a literary histology as well as a literary anatomy. (3) We want an outline sketch of the historical development of the chief literary forms. The history of literature is too often confused with the history of literary men. The biographical details may be interesting, and undoubtedly have their value as a means of reconstructing the literary *milieu* in which a given type of work was produced; but they are not the essential thing. Every well-educated girl ought to be able to trace the growth of the novel from the medieval romances to the works of Thackeray and George Eliot. If she knows something of the lives of the

great novelists, their homes and haunts, their joys and sorrows, so much the better. Yet the other is more important, after all. (4) In addition to this there must be a detailed study of a few selected works—not one play of Shakespeare a year or a couple of books of "Paradise Lost," but a well-selected group of highly representative works—not stopping short of the nineteenth century, but coming up to Browning and Tennyson. (5) Finally, there should be wider and less detailed reading of good books, or parts of them, without notes, but under the sympathetic guidance of a teacher with some literary taste. In this way a great deal of ground can be covered, and works like "Robinson Crusoe," "The Vicar of Wakefield," and "Romola" can be read in whole or in part. One object of this is to get the girls to enjoy good reading and to learn to look for excellences. Probably most girls, left to themselves, would pass over the first chapter of the "Vicar of Wakefield" as not interesting; but they will not fail to enjoy its delicious and genial humour if they read it in class. This class-reading, as one of your contributors explained a year or two ago, is carried out in German schools with admirable results.

Of course, these different phases of teaching will not be successive. The study of the growth of the Elizabethan drama and the analysis of the structure of the given play will be illustrated *pari passu* by the reading. The teaching must all through be largely æsthetic. The fear that this will prevent children from thinking for themselves is absurd. The teacher is seldom better employed than when he is acting as showman. He ought to point out what there is to be seen and what there is to be enjoyed, though he should try first whether, by a little pressure, he cannot bring his pupils to notice it for themselves. The belief that boys and girls can see the excellences of a great author for themselves, by the unassisted light of Nature, is a special form of the doctrine that the best way to educate is to leave the child alone. It is based on a false and obsolete psychology. All perception involves pre-perception; for effective observation there must always be anticipatory pre-adjustment of attention. A biological student new to his business may spend a long time over a microscope without observing a small patch of bacteria, simply because he does not know what to look for. Show him a diagram, and tell him that something like it is in the field, and he will see the bacteria. In the same way, a small star is easily overlooked unless its exact place is indicated. In literature, as in everything else, we must direct the pupil's attention (in the first instance) to what we want him to apprehend. To leave him without guidance is not only to waste his time, it is to blunt his sensibilities. Worse still, it is to disinherit him of his share in the great mass of traditional knowledge which is so much more easily assimilated than the knowledge conveyed in books. We recognize the need of the teacher's guidance in the case of art; why not in that of literature? We do not expect a pupil to analyze for herself the first movement of a sonata unless she has been told something of what she will find there. We begin by describing and exhibiting the structure, and then lead her to find it in new cases for herself. These things do not come by observation. We are not all Pascals, and we cannot work out our Euclid for ourselves.

Our upper and middle classes need wider knowledge of, and deeper interest in, good literature. The practical effect of the present system is seen in the comparative neglect of our greatest writers, and in the enormous popularity of those who are vapid and vulgar. The pretentious pseudo-philosophic nonsense of some of our living novelists—which moved Tennyson to his remark about "wading through oceans of glue"—and the inoffensive inanity of others, would no longer satisfy the literary needs of Englishwomen if they had learnt to enjoy Defoe and Goldsmith, Scott and George Eliot. We want wider reading in the school-room, which shall not stop at Milton or even at Wordsworth, and we want analytical study of the sources of literary beauty. Above all, we need to minimize as much as possible the debasing effect of the system of examinations. So long as schoolmistresses and parents think that to "pass another examination" is the crown and seal of the year's work, so long must our literary teaching fail to bring about a worthier literary taste. The success of the Hall Caines and Correllis is a shocking proof of our failure.

What has been said may be applied to French or German literature as well as English. Deep down in the heart of most English folk is the conviction that foreign books have no value for them except to aid them in acquiring a knowledge of foreign languages.

We do not learn French to read Molière and Hugo, but in order to be able to get on nicely when we go abroad. The great treasures of wit and wisdom and imagination we pass over with ignorant neglect, and feel satisfied when we can find our way about Paris and buy what we want in the big shops. Studied properly, the literature of England, France, and Germany will afford to the average woman ten thousand times the culture, mental discipline, and happiness that can be obtained by the most conscientious devotion to Latin grammar, with a profound distaste for Virgil as its normal accompaniment. It is perhaps hopeless, however, to demand that English girls should be taught anything of foreign literature or foreign history. The modern system sees no good in such things, and can find no room for them. There is no time, I am told, even for English composition. But cannot a couple of hours a week be knocked off Latin, and, perhaps, one taken from mathematics, in order to make opportunity for an adequate and hearty study of the greatest literature in the world? FREDERICK RYLAND.

AN AMERICAN SCHEME OF NATURE STUDY.

By G. CLARKE NUTTALL, B.Sc.

NEVER before, perhaps, in the history of the world has so much stress been laid upon the study of Nature, upon the elucidation of the laws that govern the universe, and upon the life history of every living thing. It may probably be safely asserted that at no previous era have Nature's secrets been more rapidly wrested from her, nor has ever the sum of human knowledge in this direction grown more rapidly. If in certain matters, such as philosophy and ethics, we have not advanced one whit, and must needs go back to the past for our greatest masters, in other matters, such as physics and biology, our advance is well-nigh incredible. Our guides are here the newest teachers, and only the latest books are of real value, so rapidly do we move.

This awakening to Nature has found expression in many ways, and scarcely any part of our intellectual life has been left untouched by its influence; but, perhaps, one of the most interesting results is the development of the education of the young in this respect. Science teaching, with its accompaniment of experiment and laboratory work, is now a necessity at all the decently equipped middle-class schools, where but a decade or two ago it was absolutely unknown; and the classics, which for so many ages have been all in all to the schoolmaster, are relegated to a quite secondary place. But matters are not so advanced in elementary schools, and it is interesting to notice a new development in connexion with schools of this class that is taking place in the State of New York, owing to the efforts of the Agricultural College of Cornell University. It is a new thing to find colleges of agriculture in direct contact with elementary schools; but the step is, undoubtedly, a right one, and the results of the experiment—for it is still in that stage—cannot fail to be of the greatest interest to all engaged in the work of the education of the young.

The College approaches the subject on its own side, and admittedly in its own interests. Like other colleges of a similar nature, it is exerting itself to the utmost to promulgate valuable scientific knowledge among the great farming class of the community. It has an experimental station, where most valuable research work is carried on in agricultural matters, and it attempts, by the teaching of experts and the taking in hand of difficult problems of the land, to give substantial help to all inquirers, and to further generally the agricultural interests throughout the State, and indeed throughout the world. But, in doing all this, it does no more and no less than dozens of other agricultural colleges in various lands, and, were this all its work, would not call for the special attention of teachers at the present time; but it is because it has very wisely realized the limits of the success of these efforts, and has taken a noticeable step to supplement them, that the educational world will be definitely interested. Farmers, as a class, are the most conservative of men—a conservatism that is not to be wondered at in a profession that dates from the Creation, but a conservatism that is at times a very real barrier to progress. Hence the College in question has resolved to go to the root of the matter, and, instead of confining itself to the instruction of men of mature age, who are always somewhat

inadaptable, to begin at the very beginning, and take in hand the children.

Therefore it has gone to the teachers in the State schools of New York, and solicited their help in a scheme of education which it designates "Nature Study"—a study which is to prepare the children's minds to receive, later on, the definite teaching of the College; to make them pliable and receptive; and, above all, a study which, it is hoped, will inculcate from the earliest years a love of country life and country pursuits. And a report issued in February last year (1898) shows that already some thirty thousand teachers have responded to the call of the University, and have undertaken to promote "Nature study" in their schools. Moreover, many of them have come forward and, often at a great sacrifice, attended the lectures provided by the College on this subject—lectures in which the results aimed at, and the methods it was suggested should be employed, were set before them.

But, what precisely is meant by "Nature study"? The College answers thus: "It is seeing the things which are looked at, and the drawing of proper conclusions from what one sees. Nature study is not the study of a science, as of botany, entomology, geology, and the like; that is, it takes the things at hand, and endeavours to understand them without reference to the systematic order or relationships of the objects. It is wholly informal and unsystematic—the same as the objects are which one sees. It is entirely divorced from definitions or from explanations or books. It is, therefore, supremely natural. It simply trains the eye and the mind to see and comprehend the common things of life, and the result is not directly the acquirement of science, but the establishing of a living sympathy with everything that is. The proper objects of Nature study are the things which one oftenest meets. To-day it is a stone; to-morrow it is a twig, a bird, an insect, a leaf, a flower. . . . The problems of chemistry and physics are, for the most part, unsuited to early lessons in Nature study."

The College insists, again and again, on the point that Nature study is not designed to give direct and specific information; its aim is to train the child in the powers of seeing and inquiring, and to awake a keen interest in country life as a whole—to evoke, in short, a love for Nature. The teacher who takes up Nature study with his pupils is not supposed by the College to be anything of a scientist, or to have any special technical knowledge; it is sufficient if he will take an intelligent interest in the matter and work with his pupils—lead them, as it were, along a path of discovery, and act as teacher, not because he has necessarily trodden the path before, but because his wider knowledge and more matured intelligence can better surmount difficulties and suggest action. But, since every teacher beginning a new subject is thankful for definite directions and plan of action, the College is issuing a series of small pamphlets addressed to the teacher. Up to February, 1898, eight such had made their appearance, and, during the spring and summer, another three were added. The titles give a good idea of the variety and elasticity of Nature study, and, moreover, very well epitomize the teaching as far as it has gone. The pamphlets are given in the order they were issued.

1. "How a Squash Plant gets out of the Seed."—This is to give an outline of how a plant evolves from the seed. It has a number of good diagrams to point out the various stages in the process.

2. "How a Candle Burns."—This leaflet describes various elementary experiments with a candle, easily performed in a schoolroom, and which give children a simple notion of oxygen, carbon, and their combination into carbon dioxide. It is most interestingly written.

3. "Four Apple Twigs."—This draws the children's attention to the growth and development of branches, the manner of telling the age of a twig, and shows at what points the apples arise.

4. "A Children's Garden" gives instruction to children how to make a garden, how to prepare the soil for the plants, and when, how, and what to plant. This is really only suitable for children in rural schools.

5. "Some Tent Makers."—This gives the life history of an apple-tree tent caterpillar, and describes how it spins its silken "tent." Suggestions are also made that caterpillars should be bred in a box for the children to watch. It further describes the injury these caterpillars can do to trees, and inculcates the necessity of freeing orchards from these pests, whilst

insisting at the same time on the sinfulness of taking life unnecessarily.

6. "What is Nature Study?"

7. "Hints on making Collections of Insects."—To the argument that to teach children to destroy insects is to put a premium on cruelty, the writer of the pamphlet urges that those who collect and take an interest in insect life are much more careful about killing and hurting insects than other people, and that, as soon as a child begins to be interested in insects, he begins to see matters from their point of view, and this insures a proper regard for their right to live.

8. "The Leaves and Acorns of our Common Oaks."—Children are here taught to distinguish between trees which, though of the same family, are yet of different species. Really a lesson in careful observation.

The three latter leaflets are :—

9. "The Life History of a Toad."—This is most cleverly illustrated; indeed, the pictures are quite fascinating. The author of this leaflet opens up a very wide field for both teacher and children. The children are to collect spawn and raise tadpoles under the supervision of the teacher, so that all can watch the process from egg to frog through tadpole stage. He also suggests that the search for pools containing frogs in the neighbourhood might be an occasion for bringing in rudimentary map-making. Thus, the teacher might draw a large map of the region round the school-house, and mark on it any places of interest visited by the children, and the locality where frogs and birds, trees, &c. were found. He would further introduce, where the children are old enough, readings of literature suitable to the subject in hand. In connexion with the toad, he would read and explain such poems as Whittier's "Prayer of Agassiz," Burns's "To a Mouse," part of Cowper's "Task," while Kipling's "Jungle Stories," and even Shakespeare's picture of "The Seven Ages of Man" (as affording a rough analogy between the cycle of life in the man and the toad), might be found interesting.

10. "The Birds and I."

11. "Life in an Aquarium."—This instructs children how to improvise an aquarium out of a glass jar, what to put in it, and how to keep alive the various plants, animals, and insects that inhabit it. Aquaria of this sort afford endless amusement to children in the school, and the delight of keeping one in the schoolroom brightens the whole of school life.

At the back of each leaflet are a few remarks addressed specially to the teacher—hints on the informal lesson, and suggestions as to leading questions. In return, the full unreserved criticism of the instructor is asked to be sent to the College, and the teacher is invited to make suggestions which he believes would tend to improvement. The Council of the College of Agriculture is well aware that at present it is only trying an experiment. As is said in several of the remarks: "This is a new field of effort for the College of Agriculture, and we therefore look upon the methods as largely experimental. We are endeavouring to determine the best way of interesting children in country life. You can give us many suggestions, and we should like a free expression of your opinions and experiences." At the back of another leaflet it is stated: "The ultimate object of our work is to inculcate a love for country life, and this can be best done by interesting the coming generation in country things. You will also find Nature Study to be directly valuable as a means of education and training the mind of the child. We want your full co-operation and your unreserved criticism."

Besides these remarks to the teachers, the Bureau of Nature Study issues letters to the boys and girls of the schools, exhorting them to bind themselves together as members of the Cornell Junior Naturalist Club. One letter, in endeavouring to promote enthusiasm in the project, uses a good illustration of the value of combination. "Have you ever," it says, "watched a solitary stick of wood when burning, and observed how dismal and lazy the fire seemed to be? But, if more sticks are added to the burning one, the fire was brisk and cheerful enough." Thus, boys and girls in combination will help to kindle in each other the fire of enthusiastic interest. Another letter suggests the formation of "Egg-shell Farms," a suggestion whose realization all school children would delight in. Each child takes one or more egg-shells, broken well towards the smaller end of the egg, and pierces a small hole at the whole end. The shells are then filled with good soil, and in this a few seeds are

planted, a different kind in each shell. The owners then affix their names to their own particular shells, and place them on a suitable window-sill in the schoolroom. The miniature "farms" are left entirely to the children to tend and water, and the interest grows as the seeds begin to come up, and the teacher points out each new feature in the development. Plants grown in egg-shells will not, as a rule, come to maturity—only the earlier stages are flourishing; but this is no drawback to the scheme, for, as is pointed out, "children like change, and the life history of nearly all plants covers a period too long for maintaining juvenile interest on a high key." And the one thing to be guarded against is boredom; the whole of Nature Study is to be a pleasure and a recreation.

It should be clearly borne in mind that the Cornell authorities by no means wish to add another subject to the already full curriculum. Nature Study is to be essentially informal. Ten minutes a day, or even less, of bright talk upon any natural object is ample. It should come as a recreation between two set lessons, and should be looked upon as such. It can, however, come into the ordinary curriculum, and add interest to it in many ways. For example, in almost all schools drawing and composition are compulsory; and what could serve better for a drawing exercise than a leaf, which has already been talked over, and had the children's attention called to its various peculiarities? Such a leaf could first be drawn by the teacher, and the children allowed to copy the drawing; afterwards a similar leaf could be placed before them, to be drawn at first hand. In the leaflet entitled "The Birds and I," there are a number of simple drawings of artificial birds' houses of wood which would very usefully serve for drawing copies. In composition, Nature Study lends very valuable help. Every teacher knows the difficulty of finding really good subjects for the children's essays. If, however, the pupils are put to describe, in their own words, the natural objects brought to school for Nature Study—such as birds, animals, or flowers, or anything similar they may see for themselves on their walks to or from school—the difficulty vanishes. The imagination is stimulated and the powers of observation strengthened, and an insight is gained into the wonderful hidden beauties of Nature.

But it is particularly insisted on that there must be no dreaded examinations in connexion with Nature Study. The road to a child's love for a subject most decidedly does not lie where examinations lurk. These rather stand as a lion in the path; and, since the primary object of the plan is to foster a love for Nature, anything in the way of compulsion or examination is to be studiously avoided. When the leader finds it feasible to organize walks or excursions of any kind with his pupils, the gain to Nature Study is so much the greater, and the College is proportionately grateful; but nothing is laid down as axiomatic or insisted on. From beginning to end the whole matter is one of voluntary help. The teachers are asked, as a favour, to assist the University in this experiment from a patriotic feeling that the country will ultimately gain largely from their efforts. There is no payment, no grant, on the one hand, and no compulsion, on the other. The College does not even lay down its suggested plan as one that is fixed and found valuable. It is an "entirely new field of effort," and "the methods are largely experimental." The teachers are to co-operate with the College in organizing the scheme and drawing up its general features. It appeals to them for suggestions and for "a free expression of opinion."

One more request the College makes to the teachers. It is that, periodically, compositions written by children on Nature-Study subjects should be sent on to them, so that they may, to some extent, judge how the scheme is progressing. They do not ask for the pick of the essays, nor for the efforts of the best pupils. In these essays scholarship will be little regarded; the method of observation and the intuition of Nature displayed will be the point of view from which the College will regard them.

Should any teacher, from disinclination or press of work, feel unable to enter into the plan, then the College will treat directly with those pupils who desire it, assist them by leaflets and directions, and help them to the utmost of its power. Of course, this plan labours under great disadvantages, and is only an expedient when the teachers fail.

Although the College is working for its own ends—the improvement in the future of agriculture in the States—yet it must be apparent that it is also giving a very great and wise impetus to education, in the real sense of the word—to that

education which would train the mind to observe and act for itself, and not be merely a receptacle for any conglomeration of knowledge that may be poured into it. It would be well were the elementary schools of our country, and their teachers and managers, to look to it that they are not left behind in this matter by their American brethren.

The whole experiment falls under the category of the State Extension work in agriculture—work which has been made possible by the passing of an Act of Legislature, known as the Nixon Bill, in 1897. This provides for the carrying on of work in agriculture, at the expense of the State, in two directions—the first investigational, and the second directly educational; the educational aspect being promoted by certain members of the Faculty of Agriculture who were far-seeing enough to understand that a study of the more common and familiar objects of Nature leads directly to a better understanding of those laws and phenomena which are the very foundation of improved agriculture. And the immediate outcome is Nature Study—bread thrown upon the waters, which shall be found after many days.

HOURS OF IDLENESS.—AN IDEAL HOLIDAY.

THE art of taking a holiday is one that nowadays is much neglected, and yet is much worth cultivating. We women teachers are, above all, in need of a good holiday, but few of us know how to get a suitable one. Some of us rush over to Switzerland, to Norway, and climb mountains, and go about from place to place, and get utterly tired out. Some of us vegetate in quiet country villages, where we certainly get rest, but also much monotony; so that we are forced to think our own thoughts and are not taken out of ourselves. The *desiderata* in a holiday are change, variety, separation from the affairs and interests of our workaday life. It is impossible to get all these unless we go to a foreign country, and to a part of that foreign country somewhat out of the beaten track, so that we see little or nothing of our fellow-countrymen. Do we not all get into terrible grooves, women above all? Our school life, with its necessary regularity, its monotony, and its smoothness, forces us into grooves; we must indeed be strong-minded if we escape our fate. Charles Lamb long ago complained of the disagreeableness of schoolmasters, of their strongly marked characteristics which caused them to be distinguished everywhere, of their assumed airs of superiority, and so forth; and what was true of schoolmasters a hundred years ago is equally true of schoolmistresses to-day. I do not think we are altogether to blame; we are always dealing with inferior minds, and constantly occupied with petty details on which so much of the success of the school depends, that we are apt to lay great and unnecessary stress on the trifles which loom large on our horizon, to the amusement of sceptical outsiders. Our time is fully occupied; we cannot do much reading for ourselves; in term time, at least, we have little opportunity for social intercourse; we mostly live in lodgings. These facts alone are sufficient to account for a certain narrowness of vision, a certain lack of broad-minded interest in really large educational questions, which I, a teacher, recognize in myself and most of my colleagues.

It is possible to remedy this state of matters, I believe. In term we cannot do much. We must devote all our energy and time to the subjects we teach, and to the children under our care. That is only right and proper. But our holiday? We have nearly three months in the year absolutely at our own disposal. No one else is so rich in that respect as we are, and, if we only use them to the best advantage, what a magnificent opportunity we possess! In these happy "hours of idleness" we should get right away from our work and everything that reminds us of it. We should mix, if possible, with a totally different set of people; we should, in truth, forget that we are teachers, and remember that we are women, human beings, citizens of the world. Education of the schools should be left in the schools; it is the larger, more liberal, education of the world we are now to get.

Nowhere can we get further away from our ordinary life than by going to some foreign country little frequented by English people. I have spent a holiday in Berlin, and felt the life there to be very little different from life in London; I

have been to a small village in Brittany, where two-thirds at least of the people I met were my fellow-countrymen. Both visits were interesting; but in neither case did I get the real change I required. Last year I was more fortunate, and secured a holiday that was satisfactory in every way.

There was much discussion over my holiday. I was bound to be in London for a month, and I lamented the sad fate that gave me only a fortnight's change of air. Indeed, I went so far as to say that a fortnight seemed to me of little value. Just as I was getting used to the new place I should have to return. My friends suggested visits in the country, a run over to Paris, a walking tour through Surrey, the Lakes, &c. I was undecided, but at last I determined to go to Holland. There were cheap trips owing to the accession of the young Queen, and there was the Rembrandt Exhibition; and so, with a friend, I took ship to the Hook of Holland. The passage over was a change, indeed—no monotony there, in truth, and I vowed I would never cross again; but three hours after I set foot in Amsterdam I had forgotten all the woes of the journey, and was absorbed in the novelty and interest of everything. Not a single English person did I meet; nothing reminded me of my life in London. I forgot my worries, I forgot that the children were often troublesome, the mistresses sometimes very boring, and headmistresses now and again exacting. Everything around me was new, and I steeped my mind in new impressions. We thoroughly explored Amsterdam, and each hour we discovered new delights in the town; the fine houses on either side of the wide canals bordered by elms, the hundred bridges, the open trams, the politeness and amiability of the Dutch to foreigners—how often did we congratulate ourselves on these! The town, of course, was *en fête*, and it was charming to see what a real personal interest the stolid Dutch burghers and their equally stolid wives took in the young Queen. She was regarded as one of themselves, and there was very little of that ceremonious and almost servile attitude which marks so much of an Englishman's feeling towards his Sovereign. She rode among the people everywhere; she came out on to the balcony of her palace, and greeted them in the friendliest possible manner; she even sent out word to the people assembled on the great square in front of her palace to be a little less noisy, as she could not get to sleep! All was so simple and homely and spontaneous. One wondered if the young Queen at all realized her great responsibilities and her great privileges. Sovereignty, in these days, is no easy nominal task, especially for a woman.

We mixed among the people and talked to them wherever we could, though that was not always possible, for often they could not understand anything but Dutch, and that we were not able to master. We found them everywhere spotlessly clean in their persons and their houses, sturdy, independent, honest. They appear to be excellently educated, especially the children of the middle class. In all the girls' high schools, and schools corresponding to these, the children learn three modern languages besides their own—French, German, and English—and, judging by what we heard, they appear to gain a very tolerable mastery over them. There is an old-fashioned air about Dutch children that is very pleasing, perhaps, by the laws of contrast when compared with the manners of English ones. With them the parents still hold much authority, and children act very little on their own initiative. I suppose, in many ways, the Dutch are not so far advanced as we in the march of progress; but they possess certain graceful manners and ways which we lack, and in no way is this so striking as in the behaviour of the children.

There is a good deal to interest one in Amsterdam for a few days. The Ryksmuseum will certainly repay a visit, for it contains fine examples of Rembrandt, Gerard Dou, Ruysdael, and many others of the best known Dutch painters. There is that wonderful picture of Rembrandt's, "The Syndics," which embodies in itself all the finest characteristics of the great painter's work, his marvellous power of portraiture, his skill in grouping, his vividness, and his absolute individuality. We feel he belonged to no school, and owed nothing to any one. A fine statue of Rembrandt in the town testifies to the admiration which the Dutch feel for their greatest painter. As for Ruysdael and Peter de Hooch, we not only saw their pictures, but we saw the very scenes and people that they painted. Unless you have been to Holland, you do not realize how true to nature these Dutch painters were. I have pushed open many a house door

and seen the exact counterpart of De Hooch's picture of "A Dutch Interior" in our National Gallery. The two hundred years that have rolled by since he lived seem to have affected very little the domestic habits of his country-folk, who are, indeed, essentially conservative in the best sense of the word.

But we wanted to see something of country and village life, and so, taking one of those numerous steam tramways which intersect Holland at all points, we went out to a little village a few miles distant, and put up at the village inn. It was a charming inn. Mine host—such an one as Dickens would have delighted in describing—came out and greeted us not only warmly, but, to our great astonishment, in good English. We were given a huge bedroom and supplied with an excellent meal, after which we proceeded to explore the neighbourhood. It was a glorious moonlight evening, and the whole country round was flooded in silver. We could see into the country for miles; quiet green fields divided from each other by little streams that shone in the bright moonlight; lazy cattle resting after a long day's nibbling; long lines of poplars which stood out dark and mysterious along the never ending canals; windmills flapping their sails gently in the cool breeze. A scene for a painter, truly, and the dominant feeling was one of rest. No wonder that the Dutch are a passive, almost phlegmatic, people when they live surrounded by such landscapes as these. And no wonder, again, that they are a hardy, strong race when day after day a life-long struggle is going on between sea and land. We wandered for hours in those beautiful meadows, soothed as Nature alone can ever soothe us. We seemed lost to all feeling of personal identity, and did, indeed, almost become "one with Nature." Wordsworth must have been in such a mood when he wrote of—

that blessed mood,
In which the burden of the mystery,
In which the heavy and the weary weight
Of all this unintelligible world,
Is lightened.

We spent several days in visiting places of interest near by. One day was given to the Hague, the loveliest, perhaps, of all cities, with its glorious woods right in the very middle of the town; and one to Leyden, interesting for its historical associations, where the great William the Silent is a living memory to the townspeople; for was it not he who saved the Dutch from the yoke of their bitterest enemy, the Spanish?

The other days that were left to us we devoted to the little villages scattered all around us. There is a great family resemblance among them all: solid little houses—cottage, somehow, does not seem the correct word to apply here—immaculately clean doorsteps, windows, and curtains. Inside, solid old furniture, which has descended from generation to generation, goodly stores of linen—for, be a Dutchwoman never so poor, she will somehow contrive to get together a supply of linen before she enters upon her married career—little poverty, little wealth. Holland is the country where few extremes are to be met with. The labourer earns little, but the cost of living is little. He is a sober industrious creature, wanting little, satisfied with little; his wife looks far less careworn and anxious than our women do. It is curious to notice the absence of lined faces in Holland; the characteristic face, of man and woman, is as smooth and unwrinkled as a child's. This, I suppose, is owing to the fact that they take life so calmly, and that there is little rush, hurry, or competition. See the business men walking down the busiest streets in Amsterdam, and compare them with the ways of a Londoner. The one is all bustle and nervous excitement, the other perfectly calm and unmoved. Not that the Dutchman is wanting in energy exactly—his history is answer enough to that charge—but he does not believe in worrying himself unnecessarily, and this absence of worry is clearly marked on his face.

Their education tells the same tale. Girls are not forced along the path to knowledge, but led there gradually, in a leisurely fashion. Cram, that *bête noir* of modern English education, is a thing unknown in Dutch girls' schools. And yet I should say, from a cursory glimpse at their schools, that the Dutch girl of to-day is well educated; she is decidedly intelligent, a bright companion, and possesses much practical knowledge of housekeeping, cooking, and dressmaking. Dutch homes seem very happy, pleasant, and comfortable, and that they are so is due largely to the education of the Dutch girl.

Our last day was devoted to the Rembrandt Exhibition at

Amsterdam—a never-to-be-forgotten treat. Never again, perhaps, will one have an opportunity of seeing such a representative collection of the great painter's work. What an insight into human life it gives one, to study the works of a great man, who has chosen all sorts and conditions of men for his subjects! Such an exhibition affords a real education; one recognized the greatness and the dignity of human life and the magnificence of human power which could make alive and real to us those who had been dead some two hundred years.

Such a holiday as this has been of real value; for all sides of our nature have been satisfied. We have seen and heard what will long remain in our memory and be a fund of joy upon which we can draw in the dull and monotonous days that are bound to come. They will be to us—

In hours of weariness, sensations sweet,
Felt in the blood, and felt along the heart.

L.

CORRESPONDENCE.

RIME AS A TEST OF PRONUNCIATION IN OLDER ENGLISH.

To the Editor of The Journal of Education.

SIR,—I have read with interest Mr. Kingsford's letter on "Pronunciation in the Seventeenth Century," and, with your permission, will venture to make a few remarks upon it.

There is no doubt that rime is to some extent a guide to the pronunciation of a past age, but I do not think it can be relied on to the extent that Mr. Kingsford confidently supposes; nor do I think that, as a rule, his conclusions can be accepted. These conclusions are based mainly, it would seem, on certain rimes found in Dryden. Next year will bring the two-hundredth anniversary of that poet's death. It is evident that whatever inferences we may draw from Dryden's rimes as to the pronunciation current in his time might be drawn, *mutatis mutandis*, by a person writing two centuries hence from the rimes used in our time—say, by Tennyson, the very prince of rimers, who cannot be charged with carelessness or slovenliness in this matter.

Let us suppose, then, this imaginary critic to be confining his research on this point to "In Memoriam." In stanza iii. he finds the rime *good—blood*. How we smile as our prophetic eye sees him putting down in his note-book: "It seems . . . that the same vowel sound was heard in both 'blood' and 'good'!" And yet these are the very words of Mr. Kingsford, as marking his inference from the same rime in Dryden. Again, how false would be the conclusion of this supposed critic if, finding that in stanza xxvii. *Christ* rimes with *mist*, and in stanza xxxi. with *Evangelist*, he should thence infer that the pronunciation in the Victorian age was *Christ*, not *Christ*. Once more, noticing the rimes *prove—love* (stanza xlvi.) and *strove—love* (stanza li.), our critic (we will suppose) jumps to the conclusion that *prove* in Tennyson's time was perhaps sounded more like *grove*, and that the same vowel-sound was heard in *love*. Yet this is the very conclusion drawn by Mr. Kingsford from the like rimes in Dryden.

Great stress is laid by your correspondent on the probability that in Dryden's time the vowel *i* had much more commonly the Continental sound that it has in *unique*. And one evidence adduced for this is that "we find constantly such pairings as *by* with *sanctity*." This is not peculiar to Dryden, or, I suppose, to any writer of rime. It is common enough. To keep to our limit, "In Memoriam." We find *die—sympathy*; *replies—mysteries*; *energies—cries*; *prophecies—rise*; *eyes—insufficiencies*; *I—sympathy*. But how false would be the conclusion of any one writing two centuries hence if he should infer that the pronunciation in the nineteenth century was *dēē*, *crēēs*, *rēēs*, &c.!

In connexion with this we find quoted Dryden's well known rime of *Paraclete* with *light* (altered in one or more hymn-books to *heat*). I may remark on this, that the Latin word which transliterates the Greek Παράκλητος has a twofold spelling, *Paracletus* and *Paracritus* (*i* long; see Smith's "Latin Dictionary"); and, if Dryden was aware of this, as he probably was, he may, in the case quoted, have written originally, "Paracrite," a perfect rime, if the long vowel be kept.

The conditions of a perfect rime, as far as the single syllable is concerned, are three: (1) the final consonant sounds must be the same; (2) the enclosed vowel sounds must also be the same; (3) the initial consonant sounds must be different. On these rules we may observe that Rule 1 is rigidly kept; any breach of it is either a slip or unpardonable slovenliness, even in a good writer. Hence, *none—Absalom; thus—crush; fault—taught*, all found in Dryden, are *false* rimes. Perhaps it would be impossible to find any *such* false rime in Tennyson. Rule 3 is also imperative; but here there is greater laxity. Dryden has *delight—proselyte; Jehoshaphat—fate; discourse—curse*; and even in Tennyson we find *here—hear* ("In Memoriam," xxxv.). These also are *false* rimes.

But, with regard to Rule 2, viz., the identity of the vowel-sounds, the greatest laxity prevails, even in the best writers. It would almost seem as if a certain variation now and then in the vowel-sound were welcomed by both writer and reader as an agreeable relief from the monotony of the perfect cadence. These are instances not of false, but of *imperfect*, rimes, many of which are the more readily tolerated that they are to the eye, though not to the ear, perfect. And I believe the term "eye-rime" has been applied to them. The number of such imperfect rimes in Dryden is legion. To quote a few only: *down—mown; confer—war; loose—impose; haste—past; heat—sweat; far—war; lay—sea; come—home; lost—coast; where—steer; hear—bear; on—shown; afford—bird; flood—stood*. Are we to infer from any or all of these instances (and scores more might be given) that the pronunciation of either of the words thus coupled was different from what it is in our day? Then just as reasonably might such an inference be drawn two hundred years hence from the following rimes, all taken from "In Memoriam": *brute—foot; fear—bear; now—low; home—come; lord—ford; mourn—urn; none—gone; shut—foot; moor—door; font—wont; death—beneath; faith—death; grave—have*, which are but a few out of the many instances that could be gathered from Tennyson's poems.

The fact is that such imperfect rimes seem to be common to all ages, rendering any conclusions drawn from them as to a change of pronunciation at least doubtful. The instance adduced of *join—chine* is not at all peculiar to Dryden's English; even Tennyson rimes *I—joy* ("In Memoriam," near the end).

Mr. Kingsford's suggestion in regard to one of Dryden's outrageously bad rimes, more than once repeated—viz., *bees—miracles; case—articles*, has at least the merit of novelty. He seems to suppose that in such cases the final syllable of the longer word had the sound, approximately, of *clées*. If this were the case, we should naturally expect to find *miracle* riming with *bee* or *see*; whereas, in "The Hind and the Panther," Dryden links it with *tell* and *well*; and, again, in "Eleonora," with *well*. This I take to be decisive against Mr. Kingsford's inference; and I should say that this was an extreme case of the rime meant for the eye rather than the ear—what we may call a makeshift rime, of which there are so many in Mrs. Browning's poems.

As I have already admitted, rime may be in some cases a valuable guide to an older pronunciation, by way of *confirmatory evidence*. If, for instance, there is reason to think, from other considerations, that the word *obliged* still kept its French sound in the middle of the eighteenth century, this supposition is confirmed by finding Pope, in 1735 ("Ep. to Arbuthnot") riming it with *besieged*. But the mere fact of the rime would not be conclusive, for Dryden similarly couples *received* and *arrived*, and I suppose we should hardly be justified in imagining that *arrive* in his time retained the Continental sound of the *i* in common parlance. With regard to *draught* not being sounded in Dryden's time as *draft*, I should think Mr. Kingsford is probably right.

May I be excused for calling attention to two misprints? *Globe* is, I venture to think, a typographical error for *glebe*; and *rarefies* is, as I have ascertained, a slip for *ratifies*.

On the whole, I am inclined to think that there was not very much difference between the pronunciation of English in Dryden's time and in that of Tennyson; some difference no doubt, there was. It is interesting to find in both poets the double sound of *again*, as a rime either with *men* or *main*.—I am, Sir, yours faithfully, C. LAWRENCE FORD, B.A.

3 Sydney Buildings, Bath.

April 15, 1899.

HIGH-SCHOOL AND UNIVERSITY STUDENTS AS MISTRESSES IN PUBLIC ELEMENTARY SCHOOLS.

To the Editor of The Journal of Education.

SIR,—The question of elementary school teaching as a profession for high-school girls, and those who would formerly, without hesitation, have entered the secondary school branch, is of such immediate interest that you will perhaps pardon yet another letter on the subject.

The fact of the "opposition of the bulk of the elementary school teachers to the swelling of their ranks by University women" cannot, I think, be reasonably disputed, in face of the strong and repeated declarations of opinion by the National Union of Teachers, through their organ, the *Schoolmaster*. That this need not prevent whole-hearted co-operation on the part of individuals would, of course, not be denied; but the collective opposition is none the less real, and is a factor which cannot be disregarded on entering the service of popularly elected Boards, which may at any time be dominated by the teachers' representatives. I have myself heard the teachers' representative on the School Board of one of the largest towns in England, in giving an account of his stewardship to the teachers, claim as one of the most successful results of his influence on the Board that he had prevented the appointment of a University woman of several years' experience in Board school work to the headship of a higher-grade school, on the ground that she had not "risen from the ranks."

With Mr. Bayfield Clark's contention, that there is a large field for women teachers in the elementary schools, and that many of the young teachers who are now crowding into the secondary schools might, with profit to themselves, be diverted into the elementary branch of the profession, I am in entire agreement. The average teacher will, doubtless, have chances of a higher salary, which, with the prospect of a pension, however small, and with comparative security of tenure, may be held to outweigh the more arduous conditions under which she will work. But I consider—and I believe that the experience of many will bear me out—that the "first-class" University woman—the woman who would be in the running for the headship of a secondary school, makes a mistake when, tempted by an initially higher salary, she enters the elementary branch of the profession.

It is incontestable, however much it may be deplored, that the higher posts in the elementary branch, which in the secondary branch would be held by women, are in the hands of men. With very few exceptions, men are at the head of higher-grade schools, pupil-teacher centres, and training colleges for women. Of 360 Government inspectors, 5 are women. Of the many pupil-teacher centres in London, under a Board avowedly favourable to the employment of University women, one only is under the direction of a woman, though I believe in each case the number of boy pupil-teachers, in comparison with that of the girls, is a negligible quantity; and, of the large provincial Boards, Birmingham alone has a woman at the head of the central classes, and, in this case, a University woman has never been appointed. One has, indeed, heard of honorary headships of Church pupil-teacher centres, but such posts cannot be reckoned among the prizes of the profession.

It is most important, in considering this question, to make a distinction between the well-paid posts under the larger School Boards and posts in elementary schools generally. The scale of salaries under the London School Board is no criterion of the rate of salaries throughout the kingdom. These considerations do not apply to those who take up elementary school work in a missionary or philanthropic spirit. There are those, also, to whom the interest of taking part in the great movement of national education outweighs all disadvantages. But it is for the best interests of the elementary school profession that the two sides of the question should be fairly stated, and that those who take up the work should be quite clear as to their motives in so doing.—I am, Sir, yours faithfully,

K. S. BLOCK
(Another "Article 60 (b)").

To the Editor of The Journal of Education.

SIR,—From the number of letters that I have received on the above subject, it would seem that many of your readers will be interested to hear what has lately been happening in promoting this object. During the past month three important steps have

been made towards helping and encouraging high-school girls to take up teaching in public elementary schools.

1. New Code, Article 115 (*d*).—"High-school girls, who have passed within two years one of the usual public examinations, may enter a Government training college without examination." Schedule VIII. gives a list of examinations thus recognized. They are such as the Oxford University Higher Local Examination. This is a great concession on the part of the Education Department. The change in the way of obtaining a Queen's Scholarship will probably attract high-school girls to apply for admission into training colleges.

The idea of working up for an examination like the Queen's Scholarship, and of scrambling with eight thousand more for a place in a training college, was apt to deter many from attempting to qualify themselves for the work of elementary-school teaching.

2. New Code, Article 34.—"High-school girls may become pupil-teachers in elementary schools, and continue to receive their instruction in secondary schools instead of attending central classes for pupil-teachers."

Whether headmistresses of high schools will care to avail themselves of this opportunity of preparing their pupils to become teachers, I am not in a position to form an opinion. Doubtless, if many parents ask for this kind of training for their daughters, a way will soon be found of carrying it out.

3. The representative managers of the London Board schools at their last meeting passed the following motion with only one dissentient:—"That it might be of advantage to the schools, if the new classes for training teachers were opened to those who have been educated at secondary schools and have passed one of the examinations mentioned under Article 51 of the New Code." This resolution will be sent up to the London School Board. At present these training classes are only open to those who have been pupil-teachers under the School Board. If they should be thrown open to others, then an opportunity will be given to girls and even mistresses in secondary schools, who, for various reasons, do not care to spend two years in a Government training college, to qualify themselves by obtaining the Government certificate. The London School Board will treat all such teachers as if they had passed through a training college, and they are to rank as fully trained and qualified.—I am, Sir, yours obediently,

J. BAYFIELD CLARK.

St. Saviour's Vicarage, Camberwell, S.E.

April 21, 1899.

"THROUGH BOYHOOD TO MANHOOD."

To the Editor of *The Journal of Education*.

SIR,—I shall be very grateful if you will grant me space to say something on one or two points raised by your reviewer in speaking of my book, "Through Boyhood to Manhood." In writing of public schools, it seems necessary to take one of two lines—either to open the vexed question of whether headmasters ought all to be parsons, or to take the thing as one finds it, and assume that headmasters *are* parsons. I chose the latter; firstly, because most headmasters (or, rather, all those of the "principal" public schools) are parsons; and, secondly, because I felt that, if I began to argue as to whether a layman ought or ought not to be eligible for a headmastership, a book on that subject alone would be written before I knew where I was.

Directly one begins to contemplate a state of affairs in which the headmasters of our big public schools are not clergymen ordained in the Anglican Church, the whole question of religious education, as it is being discussed in regard to the primary schools, comes tumbling upon our heads.

In the case of a layman being headmaster, it would surely be necessary to have a chaplain. Would he have complete power over the spiritual life of the school? If not, inadequate (as I have tried to show in my book) as is the religious training of our boys now, it would become far more so. If he had this power, would it not lead to endless complications, too many to enter into here? They are being discussed every day in the region of primary education.

As to the autocratic headmaster, the man who can dismiss those under him at—not, as your reviewer says, a month's notice, but perhaps—a term's notice, would not the fact that, in electing a man as headmaster, they were electing a man in whom such a power was to be vested, make the electing Boards

and Councils a very different body of men to what they are now? It is very well to look at this matter from the *masters'* point of view, but what of the boys? An undiscerning head of a school might sometimes send away men working under him for foolish reasons—might even occasionally, on taking office, make a "clean sweep" for his own convenience—but the chance of this happening is surely not such an evil as the certainty that in every big public school there must be not one, but many, men serving as educators of our boys who are worse than unfit for the task.

Your reviewer says that I have gained most of my experience in preparatory schools, where the headmaster is absolute. Well, to a certain extent, this is true, but I do not believe it has influenced me one whit in what I have said about the public schools; but I will say this, that I firmly believe that, if we could take an average twenty masters from the preparatory schools and an average twenty from the public schools, the preparatory school men would (putting scholarship aside) be head and shoulders over the other men in fitness for the task they undertake, in earnestness, devotion, and *love for the boys under them*; and, in so far as I believe this, I do so because these men know that, unless they do their duty, they will not keep their places. Your reviewer says that "no man of ability and standing would accept the post of assistant-master on such conditions." I would not like to think so ill of men of "standing and ability."

May I say two words on the third point your reviewer raises? In writing of purity for children, I speak ill, and I speak obscurely if I do not make it clear that I do not believe there is such a thing as a "right time" for enlightening children on natural matters. This knowledge ought to grow with the child's growth, and every question he or she asks should be answered truly and clearly. When we shrink from advocating clear teaching for all because of the possible harm it may bring to the prurient mind, we are sacrificing our pure-minded children to our impure-minded ones, and this is not fair. There are very few children, indeed, to whom the knowledge of natural facts is a source of harm, and they are children who, without the knowledge, would be ten times worse.

May I, in conclusion, thank your reviewer most gratefully for the kind and very sympathetic reading he gave my book?

ENNIS RICHMOND.

THE FORMULA "THOU SAYEST," &c., IN THE GOSPELS.

To the Editor of *The Journal of Education*.

DEAR SIR,—In the able and useful article on "New Testament Greek" in the April number there is one passage of special interest to students and teachers of the Greek Testament. Among the references to Blass's "Grammar," the writer draws attention to the following:—"For *σὺ λέγεις* in answer, not = *ναί*, 'yes,' but as merely accepting the statement of another—e.g., as Reuss instinctively saw long ago in the passage between Pilate and Christ (John xviii. 37 *et seq.*): 'Art thou then the King of the Jews?' 'So you say; but I understand my mission differently.'"

On this I would remark, with all deference both to the German theologian and the writer of the article, that the explanation "merely accepting the statement of another" seems to me to miss the exact point of the answer in such cases. The force of the formula I rather take to be this, that the one who so answers is rhetorically throwing the responsibility of the statement implied in the question on the questioner himself. "I have not said so; the suggestion is made by *you*; *you*, so to speak, have said it."

I was led to this view by a line in Racine's "Phèdre," l. iii. The Queen is gradually disclosing her guilty love to the Nurse, but shrinks from naming the object of it. (None at last says: "Hippolyte? Grands dieux!") On which Phèdre replies: "C'est toi qui l'as nommé," thereby throwing off from herself to the Nurse the responsibility or the awkwardness of being the first to allude to him by name.

This, I afterwards found, was copied by Racine from the "Hippolytus" of Euripides, verse 352:

Trophos: Ἰππόλυτον αὐτῆς;

Phædra:

σοὺ τὰδ', οὐκ ἐμοὶ κλύεις.

Later still I found this very line of Euripides, in its latter half, quoted by Bengel in his note on Matt. xxvi. 64, where he renders

it: "Ex te ista audis, non ex me." Bengel also cites a parallel from Xenophon: αὐτός, ἔφη, τοῦτο λέγεις, ὦ Σώκρατες. Bengel's own interpretation of αὐ εἶπας is worth transcribing: "De illius interrogatione, se esse Christum, quasi sit ipsius verbis hoc affirmatum, ait" (italics mine).

The common explanation of "Thou sayest," as meaning "yes," though sanctioned by such high names as Meyer, Alford, and Lange, seems to be at least doubtful, from the fact that the second personal pronoun is *expressed*, in the Greek, in every one of the seven passages of the New Testament which contain the formula. These are: Matt. xxvi. 25, 64; xxvii. 11; Mark xv. 2; Luke xxii. 70, xxiii. 3; John xviii. 37. This denotes that the pronoun is emphatic. "The personal pronouns . . . in the nominative are regularly omitted, unless there belongs to them (usually in consequence of antithesis) some emphasis." "In no instance do we find these pronouns expressed where no emphasis rests upon them" (Winer's "Grammar of New Testament Greek," translated by Dr. W. F. Moulton, Part III., xxii. 6).

If the view here put forward is correct, we ought not to hear, in public reading, as we generally do: "Thou sayest it," as if the sense were, "Thou art right"; but, rather, "Thou sayest it," i.e., "The suggestion is thy own, not mine"; or, rhetorically, "The statement comes from thyself, not from me."

Shortly before the lamented death of Dr. Moulton I wrote to him, giving my view of the matter, and received a reply of some length, expressing concurrence, and discrediting the ordinary interpretation of "thou sayest" as "yes." His interesting comment, as contained in a strictly private and friendly letter, cannot here be quoted, but I may say that he showed the so-called Rabbinical usage to be based on the slenderest foundation, and claimed, as the first point in the interpretation of this formula, to give the pronoun its proper emphasis.

Applying, then, this rule, how strikingly do the parallels from Euripides and Racine illustrate the first instance, that in Matt. xxvi. 25 Judas asks: "Master, is it I?" Jesus answers: "Thou hast said (it)." In other words: "I did not name thee; it is *thou* who hast named *thyself*." The statement is, as it were, thy own."

Again, in John xviii. 37, the last instance, how natural, if read with the right emphasis, is the answer: "Thou sayest that I am a king"; whereas there seems a certain awkwardness or tameness in the reply if the stress is laid, as commonly, on the verb. It should be noted here, as Bishop Westcott remarks in his note on the passage, that our Lord "neither definitely accepts nor rejects the title." And in all the other six passages the answer seems to me to express neither affirmation nor denial.

Accordingly, in Luke xxii. 70: "Art thou the Son of God? . . . Ye say that I am," our Lord neither formally affirms nor denies, but throws the responsibility of the statement on the questioners. The parallel passage, however (Mark xiv. 62), has the direct affirmation, "I am"; and this, at first sight, would seem to favour the common interpretation of "thou sayest." But is it not conceivable that *both* answers may have been given by Christ on the same occasion to two different questions; the first, in order of time, being recorded by Luke, and the second by Mark, the "I am" being a sort of climax? And, in fact, the two questions are not identical.

The "nevertheless" (παρὲν) in Matt. xxvi. 64 seems more naturally to follow "Thou hast said" in the sense here advocated; and, in fact, the direct affirmation in Mark, "I am," is followed by καί, a conjunctive, not adversative, particle. But much stress may not be laid upon this.

The interpretation here proposed is, I find, not new, but as old as Theophylast, who understood the formula to mean: "Thou sayest it, not I." Both Meyer and Alford, on Matt. xxvii. 11, notice this, but only to reject it.

Stier seems to approximate to this explanation, in the words: "Thou hast said it (thyself)" (note on Matt. xxvi. 25), but gives a different turn to the expression. Lange, in his comment on Matt. xxvi. 64, says, apparently quoting from Braune: "Rational Christians will understand the words of Jesus as implying 'Thou sayest it, not I.'" The bearing of this statement depends on the sense in which we take the word "rational."

In Luke xxii. 70 and John xviii. 57 some make ὅτι = "because," putting a comma at the verb. This, of course, is inconsistent with the proposed interpretation. C. LAWRENCE FORD, B.A.

3 Sydney Buildings, Bath.

April 10, 1899.

SOCIETY OF ARTS' FRENCH EXAMINATION.

To the Editor of The Journal of Education.

SIR,—Your "Occasional Note" on the latest French paper set by the Society of Arts is by no means too severe. But you omit to mention one curious error in the extract from the *Débats*. The writer speaks of girls dressed in "*percaline rose*." This is glazed calico, such as used to be placed round the legs of toilet tables before the Maple era. To a mere man, dresses of such stuff appear possible; but my female students scoffed at the idea. So I went to higher authorities, and found my students to be quite right. Dresses are never made of *percaline* in France. It is only used for lining and the backs of waistcoats. The suggestion is, therefore, that the writer of the article wrote *percaline* for *percale*, a kind of cotton muslin, which such girls would naturally wear.

To set a piece for translation to elementary students containing words of such a character is not the way to test their knowledge fairly. I am sorry I have not the paper by me now to prove how the idioms are all set from a certain part of the alphabet. If such questions are put to elementary students, surely they ought to deal with those idioms most commonly found.—Yours faithfully,

DE V. PAYEN-PAYNE.

SOUTH KENSINGTON CHEMISTRY.

To the Editor of The Journal of Education.

SIR,—In the last number of the *Journal* your reviewer doubts the possibility of obtaining the equivalent of copper by means of magnesium, and recalls the *fiasco* that occurred at a South Kensington examination, when the experiment was set as a practical exercise for elementary students. It may interest him, and possibly others, to know that a paper was read on the subject by Prof. Clowes at the 1898 meeting of the British Association; a *résumé* of it is contained in the *Chemical News* for September 23. The investigation of Prof. Clowes showed that the reaction is not by any means a simple one, and that only about 60 to 70 per cent. of the theoretical amount of copper is obtained in the metallic state. The same misleading experiment is given in Turpin's "Practical Chemistry," which, by the way, is a well known text-book got up chiefly for the elementary South Kensington examination. There is a curious slip in another of the short notices in the same number, where Adams is called the joint discoverer of Uranus.—I am, yours &c.,

E. G. BRYANT.

King's School, Pontefract, April 15, 1899.

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THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, the "Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

The Annual General Meeting of the Guild, 1899, will be held on Saturday, June 3, in the afternoon, at the Westminster Town Hall, Caxton Street, Victoria Street, S.W. The Chair will be taken at 3 p.m. by the President, Dr. Isambard Owen, Senior Deputy Chancellor of the University of Wales, who will introduce his successor, the Right Hon. James Bryce, M.P., F.R.S., D.C.L., &c., Chairman of the late Royal Commission on Secondary Education. The new President will then give his Presidential Address. The Address will be followed by the Business Meeting to receive the Annual Report of the Council, and elect new Members of Council and an Auditor of the accounts of 1899. Official notice of the meeting will be sent to all members of the Central Guild and to the Hon. Secretaries of Branches in the middle of May. Members are particularly invited to keep the afternoon of June 3 clear of other engagements, as the Council are anxious to have a full attendance at the meeting.

LECTURE BY CANON AINGER, MASTER OF THE TEMPLE.—On Tuesday, May 16, at 8 p.m., Canon Ainger will give a lecture on "Falstaff," in the Botanical Theatre, University College, Gower Street, W.C. The lecture has been arranged by the Committee of Section D, but is open to the members of all Sections and to their friends accompanying them.

Forty-five copies of "Holiday Resorts for 1899," which were sent out to members of the Central Guild with the *Journal of Education* for April, have got separated from the *Journals* in the post, and have been

returned to the Guild Offices. Central Guild *Journal* subscribers who have not received their copies are invited to write for them to 74 Gower Street.

There has been a further welcome donation of £100 to the Benevolent Fund, per Miss Mary Barlow, to whom the Guild is already greatly indebted for supplying the major part of the Fund already invested—viz., £300. Miss Barlow is anxious that members should realize that it is only the interest on the invested sum that is available to meet claims on the Fund, and that the total sum available in 1899 is not more than some £22. She hopes that other Branches will follow the example of the Colwyn Bay Centre, N. Wales Branch, and vote sums to the Fund from any balances which may be at their disposal.

In Section E a visit to Lambeth Palace, by kind permission of his Grace the Archbishop of Canterbury, has been arranged for Saturday, May 27, at 3 p.m.

The Political Committee of the Council met on March 27 to consider the new Education Board Bill, and drew up the following circular, which has been sent to the Hon. Secretaries of the Central Guild and the Branches:—

74 Gower Street, London, W.C., April, 1899.

DEAR SIR (OR MADAM),—The Political Committee of the Council of the Teachers' Guild has sat to consider the Board of Education Bill of 1899, and has drawn up the following memorandum for the information of members of the Teachers' Guild, and particularly of the Branches. The main points of difference between the new Bill and the Bill of 1898 are:—

1. Inspection, in the new Bill, is purely voluntary (as far as the Bill goes).
2. University inspection is admitted as co-ordinate with State Inspection.
3. No provision is made for the examination, as distinguished from the inspection, of schools.
4. Provision is made for the gradual absorption of the educational side of the Charity Commission by the Board.
5. The Consultative Committee is made permanent, and is established by law.

These changes have been advocated by the Guild, and there can be no doubt that the resolutions passed at the Conferences of the Guild, and the memorials addressed to the Lord President, have influenced the character of the Bill.

The new Bill appears to be defective, inasmuch as it substitutes for the Registration of Teachers Bill of 1898, with its full provisions on the subject, a portion of a single clause (4 a).

It may be pointed out here that the qualifications for registration cannot be determined once for all. Thus it may be hoped that, when adequate provision for the training of secondary-school teachers has been made, a definite course of training will be enforced as a necessary condition of registration.

Again, to leave the administration of the rules formulated by the Consultative Committee to the Department—a proposal put forward in Dr. Scott's Memorandum drawn up for the Joint Committee and apparently adopted in the Bill—directly contradicts the recommendation of the Royal Commission: "We hold that the body under whose charge the Register is placed should be independent of the Executive Government." As in the professions of law and medicine, questions affecting the qualifications, the status, and honour of teachers should be decided by the representatives of teachers.

The change which we desiderate would be effected by an amendment adding to Clause 4 a the words, "and appointing a Registrar whose duty it shall be to make and keep a Register of Teachers, under the directions of the Consultative Committee."

The expression "bodies interested in education" in Clause 4 is ambiguous. We think that a schedule should be added to the Bill further defining the constitution of the Consultative Committee. It is suggested that this should follow the lines of the Council proposed to be formed under the Registration Bill of 1898, or that it should at any rate include the representatives of the six bodies mentioned in Clause 17 of that Bill—viz.: the Conference of Headmasters, the Incorporated Association of Headmasters, the Association of Headmistresses, the College of Preceptors, the Teachers' Guild of Great Britain and Ireland, the National Union of Teachers.

We hope that you will be able to submit the two points mentioned—viz., (1) the appointment of a registrar as above; (2) the formation of a schedule as above—to the Council of your Branch at an early date, and that you will be able to signify their approval to us before the end of the second week in May at latest. We hope also that your Council will see that these points are brought before your representative or representatives in Parliament.—We are, dear Sir (or Madam), yours faithfully,

E. LYTTLETON, *Chairman of Council.*

FRANCIS STORR, *Chairman of the Political Committee.*

BRANCHES.

Blackburn.—A most successful meeting of the Branch was held at the High School on April 12, when Miss Tanner, A.R.C.M., L.R.A.M.,

(Continued on page 346.)

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of the High School staff, read an excellent paper entitled "Some Suggestions on Reading and Playing Music at Sight."

Glasgow and West of Scotland.—The annual business meeting was held on April 20 in the Christian Institute, Bothwell Street, Mr. L. W. Lyde, M.A., President, in the chair. The usual official reports were read, which indicated a valuable session's work and a favourable condition of the finances of the Branch. The following office-bearers were appointed for the coming session:—President, Mr. A. J. Gunnion Barclay, M.A., F.R.S.E., Glasgow High School; Secretary, Mr. D. G. Miller, M.A., Dundasvale Training College; Treasurer, Mr. William Reid, M.A., Glasgow High School.

Norwich.—There was a good attendance of members of the Branch at the High School on Tuesday, April 11, to hear an address by Mr. H. Courthope Bowen, M.A., on the "Organization of Secondary Education," Archdeacon Crosse presiding. In dealing with the Government Board of Education Bill the lecturer said it excited no enthusiasm in the House of Commons, but still it would introduce considerable changes, all but one of which he considered were for the better. On the whole these changes were in a line with the policy which had been advocated with remarkable unanimity by all bodies of teachers. There were, however, two points which were far from satisfactory. The Bill originally introduced by Sir John Gorst to provide for the registration of teachers was one which, though by no means ideal, would have been accepted by teachers as a recognition of them as a professional body. In this Bill all was permissive; there was no compulsory clause, but a board was to be formed which should devise regulations for the framing of a register which should be kept by the Education Department. It was important that a registrar should be appointed by the Consultative Committee, under whose directions he should work. Further, there was no sufficient guarantee that in the constitution of this Consultative Committee there would be representatives of the principal educational bodies who had real expert knowledge of teaching as well as experience in managing the finance of schools. If these points were altered, the Bill might be accepted by teachers, not with enthusiasm, but in the trust that it would work out to their satisfaction. Mr. Bowen then passed to the consideration of the Local Authority, its duties, and the help a local Guild might afford. He said that, if there were one thing upon which teachers had made up their minds in the last ten years, it was that they would not be set aside in such questions as required expert knowledge. They would not rest satisfied unless, when the Local Authority should be formed, it should contain representatives who had had personal experience in the actual work of teaching, as well as people to represent the ratepayers. These extra members might, perhaps, be elected by a board of registered teachers; or, if constituted on satisfactory lines, the Board might be trusted to co-opt a certain number of experts. If there were a strong Branch of the Teachers' Guild in the locality, it seemed probable that their advice would be accepted on such a matter; and, believing that teachers as a body were patriotic and public-spirited, he thought they might be relied on to choose the most suitable men. In conclusion, Mr. Bowen said the Government was going to make a vast experiment in the matter of education, and this was the time for teachers to assert themselves, not in an aggressive spirit, but because, as English citizens, they felt that a small part in the welfare of the whole State had been committed to them.

LIBRARY.

The Hon. Librarian reports the following additions to the Library:—Presented by the Author:—A Practical Handbook on Elocution, by Rose I. Patry.

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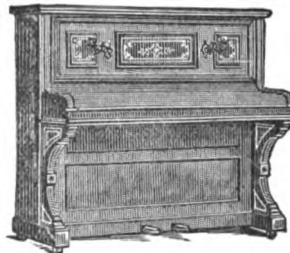
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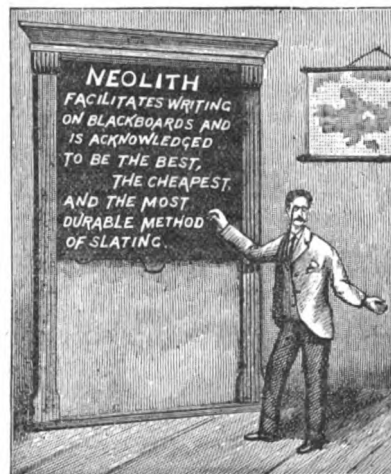
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History.....	The Principal.
English Language and Literature.....	W. Lewis Jones, M.A., late Scholar of Queens' College, Cambridge.
Philosophy.....	James Gibson, M.A. Fellow of St. John's College, Cambridge.
Mathematics.....	G. H. Bryan, Sc.D., F.R.S., late Fellow of Peterhouse, Cambridge.
Welsh.....	J. Morris Jones, M.A., late Scholar of Jesus College, Oxford.
Welsh History.....	J. E. Lloyd, M.A., Lincoln College, Oxford.
Physics.....	Andrew Gray, M.A., LL.D., F.R.S.
Chemistry.....	J. J. Dobbie, M.A., D.Sc., late Clark Fellow of Glasgow University.
Biology.....	R. W. Phillips, M.A. (Camb.), B.Sc. (Lond.), late Scholar of St. John's College, Cambridge.
Zoology.....	Philip J. White, M.B. (Edin.), F.R.S.E.
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Education.....	J. A. Green, B.A.

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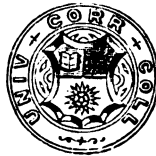
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SUCCESSSES.

LONDON MATRIC., 1892-98: 58.

INTER. ARTS AND SCIENCE AND

PREL. SCI., 1892-1898: 85, 5 IN

HONOURS. FIRST M.B., 1. B.A.,

1891-96: 24, 5 HONOURS. B.SC., 3.

B.A., 1897: 5, 1 IN HONOURS.

SCIENCE SCHOLARSHIPS: Guy's, 1892, Westminster, 1894 and 1896.

OXFORD & CAMBRIDGE ENTRANCE: 13.

OXFORD CLASSICAL SCHOLARSHIP: 1.

INDIAN CIVIL: 1. ROYAL UNIVERSITY:

30. MEDICAL PRELIMINARY: 75.

DORECK SCHOLARSHIP, 1895 and 1896.

LEGAL PRELIMINARY, FIRST CONJOINT

EXAMINATION: 25.

HONOURS MATRIC. JUNE: 1. M.A. CLASSICS,

1898: 1. B.A. and B.SC., 1898: 11. MATRIC.: 8.

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4.—No. 2,822.

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A LADY, after 20 years, wishes to retire from good-class School in growing London Suburb. Many successes in University Local and other Examinations. Good detached house in more than an acre of ground. Rental £65 a year. Accommodation for 12 Boarders, now 32 Day Pupils. Average Receipts about £460 per annum. £200 for Goodwill and School Furniture.

1.

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2.

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3.

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4.

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5.

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6.

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7.

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8.

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LONDON.—HIGH SCHOOL FOR GIRLS, with Boarding House attached. Average income £1,200. Net profits, past year £353. Total rent £90. Price for goodwill and furniture about £1,200. The furniture cost £1,000.—No. 6,166.

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OCCASIONAL NOTES.

THE Board of Education Bill has passed through the House of Lords with a few comparatively unimportant amendments. The Duke has added a clause securing the autonomy of Welsh intermediate schools in the matter of inspection. Lord Spencer has carried against the Duke an amendment to omit the words "or other organization" from the clause empowering the Board to delegate its powers of inspection. This limitation we are inclined to regret. The College of Preceptors, at which the amendment was aimed, is more closely in touch with, and therefore more competent to inspect, middle-class schools than the Universities. The Archbishop's amendments, we are glad to say, found no supporters.

THE passage of the Bill through the House of Commons will certainly not be so smooth, and sinister rumours are afloat that, if it meets with opposition, the Government are prepared to abandon it. These we absolutely refuse to believe. However little the Cabinet, apart from the Duke of Devonshire, may care about education, they cannot, as practical politicians, face the ignominy of a second fiasco. Rather than endanger its passing, we would urge all Members who think with us to accept it as it stands. True, it is a blank cheque, and the Department into whose hands it passes may intend to fill it up with units instead of millions; but it may also be regarded as a letter of credit good for all time. However imperfect and tentative, it is still the Magna Charta of education, a clear recognition of the organic unity of the profession. For the moment it may effect little; but, whatever reforms follow when the tide turns, there will be nothing to be rescinded. The only point on which we would insist is the clearer definition of the Consultative Committee. "Bodies interested in education" is far too vague a term, and it behoves us to make sure that teachers shall form an integral factor of this Com-

mittee, if only because to it is entrusted the duty of framing regulations for the formation of a register of teachers.

THE *Westminster Gazette* for May 5 had for its "turn-over" "The Minister's Crime, by Harold E. Gorst." The Right Hon. Timothy Burr is described as the bland and childlike personage with whom we are all familiar, "uttering with apparent innocence a series of insults artfully concealed beneath the smooth treachery of a phrase," and, in spite of the broadest hints of his colleagues and the overt attacks of the Opposition, sticking to his office "with imperturbable effrontery." So far all is common form, but the end of the apologue is quite original. A Royal Commission is appointed to inquire into Timothy's behaviour, and reports that he has been guilty of the grave and unprecedented constitutional crime of telling the truth. He is summoned to appear at the bar and apologize; but the summons is not answered—Timothy retires from public life. What, unsigned, would have been a harmless and not particularly clever skit, becomes, when signed by the Vice-President's son and secretary, a piece of bluff unparalleled in its effrontery since the days of the Athenian sausage-seller.

IT is not often that the *Times* lends itself to a joke, but last Friday it printed, in large type, a column and a half of Prof. Case, which is as good reading as a Provincial Letter. The letter purports to be a criticism of the Board of Education Bill, and, in particular, of the Consultative Committee that the Bill establishes. In fact, it is a Jameson raid on the registration of teachers, the training of teachers, State-aided education, the monstrous regiment of women, democratic Universities, Mr. Bryce's Commission, the N.U.T., and the whole tribe of educationalists. What touches Prof. Case most closely is the prospect of being taxed "to give the luxury of the higher education to the children of another." If only the Bill held out any such prospect, however remote! The Duke of Devonshire, who commended his Bill on the ground that it would not cost the Treasury a penny, but rather effect a saving in office expenses, will grimly smile when he finds himself denounced by Prof. Case as a democrat and a socialist.

FOR full enjoyment the letter must be read as a whole, as extracts can only half convey the humour. Prof. Case assumes that women will sit on the Consultative Committee (again we wish there were good grounds for the assumption); consequently, "the Committee will be a fortuitous concourse of atoms," and "the higher education of public schools for boys will be liable to the interest of women"—whatever this may mean. Instead of this hermaphrodite, heterogeneous body, Prof. Case would have four distinct committees, male and female, primary and secondary. But it is, perhaps, on the subject of psychology that Prof. Case is at his best. Psychology is a science full of unsolved problems:—What is mind, what is its relation to body? What is will—is it free? What is man's future state? "Therefore a Consultative Committee for such a training of teachers [in psychology] would be a propaganda of sophistry." And this from the Waynflete Professor of Moral and Metaphysical Science! Prof. Case cannot yet have made the acquaintance of his colleague, Prof. Stout, or learnt from him what psychology is. One more joke. To an educationist, "Miss Bryant" sounds as grotesque as "the Rev. Thomas Case" or "Francis Paget, Esq.," would to an Oxford don.

THE following resolutions on registration, lately passed by the Glasgow Branch of the Teachers' Guild, express so clearly and fully our own views that we desire to give them a prominent place:—

1. That registration is immediately necessary to establish and maintain the organic unity of the teaching profession.
2. That, as teachers in England, Scotland, and Ireland are essentially members of one and the same profession, and eligible for appointments in any part of the United Kingdom, registration should therefore be introduced simultaneously into the three countries.
3. That, as no class of teachers is independent of, so no class should be excluded from the advantages of, the professional status which registration will confer, and therefore that the register for teachers should be all-inclusive.
4. That no scheme of registration will be satisfactory to the profession which does not insist upon a knowledge of the theory of education and upon practice in the art of teaching as equally indispensable for admission to the register.
5. That a registrar should be appointed to make and keep a register under the direction of a Consultative Committee, and that, on any such Committee as may be formed, the teaching profession should have adequate representation.

MANY a man (or woman) who takes a house too large for his means finds himself reduced to letting lodgings in order to pay his rent. Such a parallel inevitably occurs to the mind as one reads the speech of Lord James of Hereford in moving the adoption of the annual report of the Imperial Institute. He cautiously approached the subject of handing over a part of the building to the new University of London, and said, almost pathetically, that, were the arrangement completed, the financial return would relieve the Institute of many burdens, and their anxiety for the future would be removed. Lord James almost seemed to imply that it is the duty of the University to rescue the Institute from insolvency. Accordingly, we find the *Times* publishes a semi-official note to the effect that the Government has no intention of doing anything without the full concurrence of the University. How the matter will end we cannot say, and we do not wish to suggest any difficulties in the way of a compromise. It is merely a question of money. If the necessary million or so for a complete set of buildings worthy of the University of the largest capital in the world is not forthcoming, either from the Treasury or from a private benefactor, then a compromise must be effected, and probably the suggestion as to using the Imperial Institute is the best.

THE BISHOP OF LONDON gave much sound advice to the pupils of the Philological School on the occasion of the prize distribution. There was good stuff in the speech, bread of the sort that needs scattering broadcast, even if it be many days before it returns. The usual bait held out to parents of "scholarship children" and to students at free classes is that education helps them to "get on," and that higher wages are the immediate result. But, asks the Bishop, what is a boy doing when he is not engaged in "getting on"? Probably he would be getting into mischief. There can be no more useless notion than that a boy should be taught what should be useful for him when he left school. The true use of education is to develop the faculties so that a man may employ his leisure well. The boy with the trained intelligence soon picks up the knowledge of the work by which he earns his living; but he is a source of trouble to himself, and of danger to the community, if he does not know how to employ his leisure. We have said all this before; but it needs constantly to be rubbed in as an antidote to the heresy that the acquirement of knowledge is the one thing needful to enable England to maintain a commercial supremacy.

THE testimony of the Master of Downing to the value of classics as a preparation for scientific study is very noticeable, though it by no means stands alone. Dr. Hill has had a wide experience as teacher and examiner. His own work in life is, he said, to make competent biologists, and the material he prefers to work upon and from which he gets the best results, is not the boy who has been taught the natural sciences at school, but the boy from the classical side with an intelligence well drilled with mental sinews well exercised and developed by the study of language. If this contention can be established, and, for our own part, we deem the evidence in favour of it to be weighty—how mistaken is the code of the Science and Art Department, and how equally mistaken is the policy of the governors of nearly all schools of the new intermediate type! Years ago, when such a plea as this was put forward, it was customary to reply that the best boys always went in the classical side, leaving only the duffers for the scientific laboratories. But this is certainly not true to-day. "Too early teaching of science," says Dr. Hill, "is not productive of excellence in that department."

THE preliminary arrangements for the English Education Exhibition are now complete. The North Gallery of the Imperial Institute has been put at the disposal of the Committee, in which place the exhibits will be on view from January 4, 1900, to January 27. The Educational Sub-Committee of the Royal Commission for the Paris Exhibition will decide which exhibits are to be sent to Paris. As the space assigned to this section in the Paris building is necessarily very limited, the visitor to the Imperial Institute will have a better opportunity of judging of English education than the visitor to Paris. It may be expected that many foreigners interested in education will visit London for this purpose in January. This fact will probably give additional interest to the many meetings of educational associations which are held in January. We give in another column the new address of the Secretariat and the names of the Committee. It may be difficult to follow sub-divisions of sub-divisions; and, in the face of erroneous statements, it may be worth while to say that the English Education Exhibition Committee was appointed at a meeting convened, on June 8, 1898, by the Educational Sub-Committee of the Royal Commission for the Paris Exhibition.

DR. MACNAMARA'S onslaught at the London School Board was necessary to check the recklessness which has been displayed in keeping open continuation schools when there has been no sufficient demand. We are not from blaming the Board for trying to create a desirable evening classes. In the matter of education the Board must create the demand, as it is part of the duty of municipal authority to induce citizens to improve their education. Neither do we think that an automatic rule which a class would be closed when the average attendance fell below a certain number, would be wise. To get students to attend evening classes needs much patient work and sympathetic encouragement. But the average attendance in the continuation schools established by the London Board, as shown in the annual report, are often ridiculously small. In one extreme case a class had been kept open six weeks for one student. In dozens of other cases the attendance was below ten. It seems clear that the Board should go to work more slowly. The aim of these schools should be to capture the children immediately after the day school, and to keep them in regular attendance two or three years. Spasmodic attendance on the part of adults has little real effect.

QUESTION was made by the Joint Board for the Training of Teachers as to the main obstacles which prevented the spread of the movement. Among the answers received was one from the head of a training department in connexion with one of the older Universities. First among the hindrances he puts the opposition or indifference of college tutors. Many men would be able and willing to stay up for a year of post-graduate study if they were offered rooms in college and advised to do so by their tutors, but in most cases they are actually dissuaded from so doing. This evidence, which is abundantly confirmed from other quarters, should be taken into account when the question comes before the Board of Education what proportion of the representation on the Consultative Committee should be assigned to the Universities.

THE London School Board has been alarmed lest the London Government Bill might contain the thin end of a wedge which would eventually split up the work of education amongst the new divisions of London to be established by the Bill. But Mr. Balfour has denied all such intention, and has offered to insert in his Bill a clause specially safeguarding the unity of the Board. It certainly must have occurred to many observers that when London is "tenified," or "fortified," each district will desire to have control of the education within its area. To us this desire appears reasonable. Too much decentralization—as in the case of small rural Boards—is a weakness; but, on the other hand, there are obvious evils in over-centralization. The London School Board has become unwieldy by reason of its size. The administrative red tape is drawn tight to the point of strangulation. Its officials are multiplied to a needless extent. The area is too large. We can imagine nothing but good from a devolution of the powers it at present enjoys to the new boroughs to be created by the Bill.

WE rub our eyes and wonder if Mrs. Barnett has suddenly lost the good sense that has characterized her excellent work in East London. Truly, the examination craze has assumed a strange form. Mrs. Barnett, together with Mr. Hart, one of the secretaries of the Children's Country Holidays Fund, has framed a scheme for the examination of these children on their return from their fortnight in the country. "Unexamined teaching," said the Archbishop of Canterbury, "is inferior to examined teaching." But will any one be found bold enough to assert that unexamined play is inferior to examined play? We can imagine Mr. Earl Barnes or his disciples wishing to question such children, in the interests of child study, and to find out how much they have observed in their new environment. But such does not seem to be the object of this scheme. It is intended to increase the children's interest in their holiday. And probably prizes will be given to the lucky child who can distinguish an oak from an ash, or a blackbird from a thrush. The scheme is "pathetically well intentioned," but we earnestly beg the controllers of the fund to let the children enjoy the holiday absolutely free from an examination which practically implies a holiday task.

A REPORTER on the London daily press who attended the Easter Conference at Cambridge has tried his hand at a composite photograph of the three thousand elementary teachers. The male expression is described as "the intellectual clothed with the frigidly severe." "The pale cast of thought of the student is shot with the professional sternness of the drill-sergeant." The feminine

portraiture is even less flattering, and stripped of its penny-a-liner verbiage—"animation on the principle of limited liability," "the art of pedagogy" (*sic*)—amounts to this: The cane has passed into the face. This remark is really a compliment, though it will hardly be taken as such. It means that the modern mistress rules by force of character, not by might of hand. For the rest, the characterization lacks subtlety. We doubt whether our reporter, if shown a dozen bank clerks and a dozen elementary schoolmasters, could distinguish the two types.

THE schoolmaster will like still less his presentment in the *Fortnightly*, by Mr. Harold Hodge. "A small, middle-class person, with all the usual intellectual restrictions of his class—unintellectual, knowing hardly anything well, parochial in sympathies, vulgar in the accent and style of his talking, with a low standard of manners." Nor will he be much consoled by being told that he is "extremely respectable, correct morally, with a high sense of duty as he understands it, and competent in the technique of his calling." A man had rather be called a loafer or a rip than be accused of dropping his *h*'s. We are far from endorsing Mr. Hodge's charge, but there can be no offence in saying that, however exaggerated we may think it, we heartily support the practical moral he deduces, which is, that it would be vastly to the benefit of our national schools if gentlemen (meaning men of higher culture) were to adopt in any number the profession. "The hundreds of men turned out year by year from Oxford and Cambridge who have nothing to do, and don't know how to get anything to do, would provide plenty of material." The *Oxford Magazine*, we observe, scoffs at Mr. Hodge as not knowing what he is talking about in reckoning one-sixth, at least, of incepting graduates as *déclassés*; but surely, if we include those who drift into a curacy or an ushership as a *pis aller*, the estimate is well within the mark.

THE London University Commissioners are making rapid progress. They have already drafted the statutes determining the constitution of the remodelled University. These will shortly be communicated in confidence to representatives of the bodies chiefly concerned, and any criticisms these may make will be considered before they are issued in their final form. We rejoice to learn that a Board of Studies for Education has been agreed upon, though the Commission has not seen its way to recommend a Professorship of Education.

TECHNICAL EDUCATION.

THE Irish Agriculture and Technical Instruction Bill, introduced by Mr. Gerald Balfour, M.P., must not be judged from an English standpoint. It mixes up with education all kinds of matters which would make our most "practical" technical educationalist appear a pure "humanitarian." We find in the Bill references to Church temporalities, the Supreme Court of Judicature, the diseases of animals, salmon, oysters, mussels, periwinkles, and cockles. What is really done is to take a Board of Education, like that just being established, combine it with the Board of Agriculture, and, endowing this composite body, by copious grants and doles, to give it additional powers similar to those of the Charity Commission in Wales. The Bill does not take over at present the powers of the Intermediate Board or of the Board of National Education; but the Lord Lieutenant can transfer these powers at a future time, while all the higher education work of the Elementary Board and all the powers and funds of the Science and Art Department are transferred at once. There are to be no less than three Consultative Committees; but these are quite different from those of the English proposal, and consist, practically entirely, of administrative persons. They naturally have functions in connexion with the regulations for the due appropriation of public funds, and can give advice thereon to the Department. Committee

No. 1, or the "Council of Agriculture," consists of two-thirds County Councillors and one-third representatives of agricultural societies. Committee No. 2, or the "Agricultural Board," consists of eight members of No. 1, together with four nominees of the Department; while Committee No. 3, or the "Technical Instruction Board," consists of seven County Borough nominees, four (*i.e.*, County Council) members of No. 1, three Chamber of Commerce representatives, four nominees of the Department, and only two (? experts) persons representing intermediate and elementary education. It will be seen that the Irish Central Authority is practically dominated by the Local Authorities and that the expert element is reduced to a minimum. When we remember that the Irish Local Government Act gave all the English County Council powers in the fullest degree to the Irish Councils, we see what a very large measure of "decentralization" is being tried across the Irish Channel.

THIS Tri-une Department will have ample funds at its disposal. The Irish share of the "beer money" is at last diverted from elementary education and given to technical. The Irish Church money, part of which already goes to intermediate education, is further despoiled. Various minor sums in respect of work or officers transferred to the new Department, and a considerable Estate Duty balance not required for relieving rates under the Local Government Act, are added. In a few years nearly £200,000 a year will be the income of the new body. The duties, however, are sufficiently extensive to use up this fund. Existing technical and agricultural institutions, including two colleges of the first rank, are to be supported; sea-fisheries, piers, harbours, &c., are to be subsidized, rural industries founded, and analyses of fertilizers and feeding-stuffs are to be conducted. The sum of £55,000 a year is to be divided among the Counties and County Boroughs in proportion to population; but these authorities are bound to submit schemes for the approval of the Department, and local contributions are made a condition of aid from this source. A remarkable and useful provision is the extension of the definition of technical instruction contained in the Technical Instruction Acts, so that in respect of agricultural work in rural districts there is no restriction on teaching the "practice of a trade"; hence cattle-breeding, flax cultivation, and the carriage and distribution of produce are subjects specifically included. Altogether we have a very useful Bill, and one peculiarly suited to Irish conditions and wants. Properly worked, with skilled advice and good organization, it should rehabilitate Irish industries and counteract the "academic proletariat"-forming influences of the Intermediate Board.

THE excellent report of the Technical Education Committee of the Derbyshire County Council is drawn up, as the prefatory note indicates, more or less on the lines recommended by a Committee of the Association of Directors and organizing Secretaries. It presents, in a well digested form, the essential particulars of work done in five departments: (1) Agriculture, (2) Mining, (3) Household Economy, (4) Evening Schools and Classes, (5) Secondary Education. In addition to aiding the Agricultural Department of Nottingham University College and the Midland Dairy Institute, the Committee organized a travelling dairy school, which, in 1898, visited seven centres and instructed eighty-one pupils. The travelling school is, no doubt, a useful means of attracting students for systematic courses at the institute. In Derbyshire special attention is devoted to gardening and fruit-growing, and this branch of instruction is promoted by means of teachers, open-air demonstrations, demonstration fruit-plots and allotments. In veterinary work, bee-keeping, and poultry-keeping, a considerable number of lectures were delivered, the average attendances being very satisfactory.

THE Department of Mining Instruction in Derbyshire is carried on in connexion with the University College, Sheffield. Elementary classes are conducted in the chief mining centres by local teachers, and the promising students are drafted into more advanced Saturday classes at Sheffield and Derby. Local classes were held at twenty-four centres, the average attendance at which was 9.5 per class, and the average presented for examination 8.0. Of these, 46.4 per cent. obtained half marks in the examination, which presumably is regarded as certificate standard. Put in another way, of 411 students on the register, 228 attended regularly, 196 took the examination, and 91 were awarded half marks. These results appear to indicate that a considerable proportion of the students were either not in earnest or not sufficiently prepared for the instruction provided. For the advanced courses at Derby and Sheffield there were 35 first-year and 37 second-year students; but only 11 appear to have gained certificates, eight of which were in the second class. Lectures were also arranged for colliery managers, which are stated to have been greatly appreciated and usually well attended. The cost of this department of the work was £1,170. 5s. 10d., an expenditure which, upon the facts given, seems somewhat excessive in comparison with the results achieved.

FIFTY-TWO courses of lectures and demonstrations in cookery, nursing, ambulance, and dressmaking were organized, at a cost of

£545; and while, no doubt, the popular demand for such unexacting institutions is great, the Committee indicate that they mean to keep the supply "within reasonable limits." In the Department of Evening Schools and Classes, the County Council recognized seventy-six schools, with 3,878 scholars on the books. These schools, receiving, as they do, some measure of County Council support, might, with advantage, be further influenced by that body. It is the evening continuation school which must supply a large proportion of the students prepared to profit by special science and technical teaching. The summary relating to science, art, and technological classes might be improved by additional particulars. It shows the attendances in various subjects at different centres with a "grand total" of 3,445 students; but examinations and other statistics are distributed throughout an appendix.

IN the Department of Secondary Education, under which is included scholarships, the Derbyshire Committee spent more than a third of their income—viz., £3,281. 8s. 5d. Eleven secondary schools were aided, and, recognizing that "we cannot have a satisfactory system of technical education except as part of a sound general secondary education," it has been the aim of the Committee to develop public secondary schools in every possible way. Minor scholarships were maintained to the amount of £1,593, while intermediate and major scholarships cost £335 and £175 respectively.

IN Derbyshire the Technical Education Committee is recognized as an Authority under Clause VII. of the "Science and Art Directory," and 53 out of 59 Local Committees have come within the county organizations. In Wiltshire, according to the report of the Technical Education Committee for the year ending September 30, 1898, the various Local Committees, with one exception, have agreed to "come within the organization." The amount of the residue at the disposal of the Wiltshire Committee is about the same as that of Derbyshire, and for the year to which the report refers was £10,883. The elaborate series of reports issued by this Committee deal exhaustively with a work most industriously and successfully promoted in various useful directions.

THE Wiltshire annual report, however, might be considerably improved by a further sorting and classification of the materials which it includes. Under the heading "General Results" it is stated: "The total number of entries of eligible pupils was 16,312, viz., 3,854 in science and art schools and classes, 4,299 in classes in special subjects, and 8,159 in evening continuation schools." An appendix gives an analysis of these totals and some additional particulars to which reference may be made. Of the 16,312 pupils, 8,159, as stated, were in evening continuation schools, and 1,128 in schools and classes under the direction of the Committee concerned with agriculture. Taking the remaining 7,025, which includes pupils in science, art, technological, and domestic subjects, 2,359 were presented for examination, and 1,497 passed. The examination statistics—the number of entries and number of passes—must be regarded as a more or less reliable gauge for measuring educational progress.

ONE HUNDRED AND EIGHT evening continuation schools were aided by the Wilts Committee, the grants amounting to £1,098. The total of 8,159 entries for these schools does not presumably mean the number of individuals under instruction, but the number of subject entries. This is liable to mislead, as it is usual to assume that pupils in continuation "schools" take the curriculum of the "school." The number of individuals in the evening continuation schools in Wiltshire is shown in an interesting table to have been 3,253. Of these, 1,771 were under 16 years of age, 1,049 were over 16 and under 20, and 433 were over that age. It is stated that one of the most gratifying features of the year was to be found in the fact that the work of the schools was more *continuable* of that done in the day schools than was formerly the case. This suggestion is not, however, quite in accordance with the comparative table of the ages of the pupils. It is clear, however, that useful work is being done, and its usefulness would be increased by providing an optional examination for the students.

THE report states that, in the provision of buildings for technical and secondary education, Wiltshire stands fifth in the list of counties in regard to the number of buildings, and seventh in regard to the amount expended. This is eminently satisfactory, and, from the details given, the activity of the Committee in this direction is shown to be conspicuous and well advised. In the award of scholarships, minor and intermediate, Wiltshire is also to be classed among the counties doing excellent work.

IN the van of enterprises to supply commercial education we have the Yorkshire Ladies' Council of Education, with a scheme for the establishment of a training school. The training school is, of course, intended for ladies who desire to qualify for secretarial and business appointments. It is proposed to provide instruction for ladies over

eighteen years of age, with a view to enabling them to undertake "secretarial and philanthropic work and to fill responsible posts." It is also intended to supply girls of sixteen years of age with a commercial training to fit them for employment as cashiers, bookkeepers, general clerks, and so on. In each case the course extends for a year of thirty-nine weeks.

FROM the "conspectus" of the ground to be covered during the year, it is difficult to realize that the Committee has conferred with high schools and grammar schools, and with professional men, large firms, and business houses. It does not reveal much acquaintance with the capabilities of girls of sixteen who have passed "a simple preliminary examination," or of the requirements of commercial undertakings. In three terms of thirteen weeks each the student is to acquire a complete and comprehensive training in apparently all branches of commercial knowledge. At the end of her course, presumably, she will be in a condition to discharge with efficiency the duties of any situation that may turn up. As a cashier, she will be in her element; from short methods in the manipulation of decimals she will have mastered all the stages of commercial arithmetic, everything worth knowing about money, banking and bills of exchange, and book-keeping by double entry. Should there be a vacancy for a correspondent, she will be equally at home. Writing shorthand at a speed of eighty words a minute, an efficient typewriter, trained in the writing of business letters, circulars, pamphlets, advertisements, catalogues, in "collecting and tabulating information on any given subject," and in writing reports—with, in addition, a practical knowledge of a foreign language, which is to include the ability to write a well expressed letter—it will be seen that her chances in this direction are not to be exaggerated.

BUT this does not by any means exhaust the possibilities of the training. The student will possess an extensive knowledge of the principles of commerce, of commercial geography, and of those complicated practical details of procedure known as "business methods." Under this heading she will learn everything that is worth knowing of the details of business transactions, from the mechanical operations of the office to marine insurance and foreign exchange.

THE OXFORD AND CAMBRIDGE LOCALS.— A PLEA FOR REFORM.

WITH the annual publication of the Class Lists and the Report of the Local Examinations Syndicate, the thoughts naturally arise year by year: "How far do the University Locals afford a real stimulus to education?" "Is there any way of increasing their efficiency and beneficial effect?" These questions it is now proposed to discuss.

In some form or other public examinations may be considered as a necessity of healthy school life. For all concerned, parent, boy, and master alike, they set up a general standard by which school, pupil, and teacher can be brought into comparison, each with others of their kind. For master and boy the healthy stimulus of emulation and publicity, and the obtaining of some tangible result as the reward of energy and conscientious work; for the parent a convenient test by which he can gauge his child's progress and mental power, and obtain some form of independent testimony to the value of his child's school—these are among the obvious advantages, and it is not surprising that well conducted schools eagerly court the examination test. Public examination being then conceded as a necessity of modern school conditions, it follows that the form of examination adopted will practically determine the school curriculum. Hence the scheme and method become matters of the highest import, and we may lay it down as a first axiom that the examination system should encourage a liberal curriculum, or its effect on education must be, if not absolutely harmful, at least one-sided and partial. This leads us to the question of what the curriculum should be, and here two things are to be borne in mind: (1) that education is a work of time, of careful preparation, of digestion and growth; (2) that school work is not merely instruction in separate subjects, but a system of training in which every member in the whole group of faculties, mental, moral, and physical, receives due recognition and opportunity of cultivation and development.

Now it follows, from the first of these, that no planning of the subjects of instruction can be satisfactory which is based upon a shorter period than the school year; and the year's work should be tested by the yearly examination. And, in

relation to this, it must be noted that nearly all endowed schools have already an annual examination by an outside examiner or examining body, provided for by scheme. Here at once would appear to be the opportunity and the *raison d'être* of the University Locals—to provide an outside examination, capable of adoption as the school examination, for the middle and upper middle forms, at any rate—the examination on which the outside examiner's report would be based, and the school prizes, in great measure, awarded, doing away with the unsatisfactory features of the present system, the absence of any definite standard of comparison between one school and another, and even between one year's examination and another, and also the implicit reliance which has frequently to be placed on the *bona fides* and capacity of the examiner. Yet, though some few do manage to so use the Locals, it is decidedly the exception, and for two reasons: (1) the University Locals are not so conducted as to provide a fair and comprehensive test of the whole of the school work; (2) the expense is in the majority of cases prohibitive. It is, practically speaking, the Junior and the Preliminary Locals which most affect schools. They are not so much leaving examinations as examinations of current school work, and it is these we are most concerned with; and we see, from the above, that the adoption of the Locals usually implies two examinations at least, and two examinations at different periods of the year. Accordingly, for one of the examinations at least, the boys must be presented in a more or less unprepared state, or the pace must be unduly forced, in order to get the boys presentable. No headmaster cares to send his boys in for examination, even before a private examiner, unless they are in some measure fit for the test; nor is it satisfactory to award the prizes, as is frequently done, on the results of an intermediate stage in school preparation.

The present effect of the Locals is, therefore, to this extent detrimental, that their adoption generally means duplication of examination, implying waste, harassing of teacher and taught, and consequent lowering of efficiency. This is in itself a serious matter, but by no means the most serious. It is rather in the effect on curriculum that the chief evils are to be found.

Curriculum is a very wide question, and will present every variety of aspect where leaving examinations are concerned. But for current school examinations for boys between the ages of twelve and sixteen there is not the same complication. Such boys ought to be receiving instruction in (1) religious knowledge; (2) general English subjects, including grammar, English literature and composition, geography, and history; (3) arithmetic; (4) modern languages—at least one modern foreign language, and, if possible, (5) Latin or other classical languages; (6) geometry and algebra; (7) the methods and aims of science; (8) drawing. Not more than one of these ought to be omitted, though, of course, the relative standards attained will vary very much in different schools, according as stress is laid upon classical, commercial, or scientific work. All secondary schools worthy of the name take these subjects as a matter of course, and it seems necessarily to follow that an authoritative examination, which is to be of real value to schools and is to provide a reliable test of school work, must take cognizance not merely permissively, but compulsorily, of all these subjects. It is not implied that other subjects are to be excluded, but the above should represent the irreducible minimum. Now what is the way in which this matter is dealt with in the Locals? Every subject is included certainly, and its relative value recognized perhaps as well as could be done in any examination of purely intellectual subjects; taken as a whole, the system is admirable, but this is precisely the weak point in the scheme, for it is not as a whole that the examination is regarded by a very large number of candidates. So far from insisting on an irreducible minimum at all approaching the above list, it treats everything practically as optional. Arithmetic, indeed, is still insisted on, and practically nothing else. English grammar and composition, French, elementary mathematics, may all or any of them be dispensed with. It is true that a certain number of sections must be taken satisfactorily to gain the certificate, but the number insisted on falls very far short of the minimum list as stated above. Thus in the Cambridge Local Junior (maximum age sixteen) a certificate can be earned by the following:—dictation, arithmetic, religious knowledge (two papers), science (one paper in theoretical chemistry). In the Preliminary Locals, intended for still younger boys, dictation, arithmetic, religious knowledge, history,

geography, and freehand drawing qualify for a pass. What guarantee can such a certificate afford of *bona-fide* effort and attainment, of careful preparation and co-ordination of studies? Rather does it seem to spy out the nakedness of the land, and to reveal the *res angusta scholæ*.

It may be objected that school authorities are aware of this and ought to employ it as a test of the whole school work and enter their pupils for all the necessary sections; but in practice it is usually impossible to do so, except with the more brilliant boys, as the standard required in each subject is too high for the average boy to hope to pass in all; and, even if this were practicable as a rule, there are numerous influences which cause the existing licence to prove harmful. The schoolmaster himself is not always proof against the temptation to "run" the examination for all it is worth; and, were he always to turn a deaf ear to the evil suggestion, he would be unable to contend successfully against the defection of others interested, for the entering of a boy means an extra outlay of money by the parent; though here and there are schools which can afford to pay the fee themselves. No parent likes to pay the money unless there is a good chance of some return in the form of a certificate. Having entered, then, every effort must be made to obtain a pass. Moreover, the boy himself feels acutely the disgrace of failing, and the teacher, from his point of view, is also anxious for a success. This is right so far, but in operation it is frequently unfortunate. To obtain success in the more doubtful cases, the boy is entered only in those subjects in which he is more likely to pass, perhaps in the minimum number necessary, with, say, one extra as a margin of safety. These he regards as serious matters, the others as matters of minor importance, and so he resents pressure in them; "he is not going in for Latin," he tells you, and, if still pressed, does his Latin grudgingly—certainly not with keenness. The result is inevitable: sooner or later he is allowed more or less to slide, and the master is, perhaps, not sorry to be able to devote greater attention to the more responsive material in the Latin form. Worse even than this: he frequently drops Latin altogether; he feels he "can just get through in French if he has a little more time for it." If the request he makes to drop Latin—or Euclid—is refused, he strengthens himself with a note from his parent, and either the demand must be met, or the boy nurses his grievance, and unpleasantness ensues. After the examination is over, the Latin (or Euclid) is resumed; but under what drawbacks and difficulties? Hopelessly behind his fellows, what little was once known forgotten or "rusty," he becomes a nuisance to all—himself, master, and form alike—unless he is put into a lower class, and this he does not like. Or, it may be, the subjects once dropped are never resumed at all. Thus the whole advantage of the carefully planned curriculum is lost in his case, and the very subjects which for want of aptitude or accidental backwardness require cultivation are studied under disadvantage or dropped altogether. Nor is it always the parent or boy who is to blame; the schoolmaster himself is sometimes the prime offender, but with the same inevitable result. Later on, it may be, Nemesis follows, when the time for leaving school draws near and it is found desirable to send him in for some examination affecting his future career—naval engineer students, Pharmaceutical Society, or some one or other of the "hundred best examinations." The dropped subjects must now be resumed—special coaching is perhaps necessary—and the parent grumbles, sometimes justly, that after so many years at school his boy requires special coaching in this or that to enable him to pass, it may be, a merely qualifying examination.

It is idle to blame either master or parent for this unsatisfactory conclusion. The system is to blame which allows—nay, encourages—all, master, boy, and parent, to break in on the due course of school instruction for the momentary gain of securing one more pass.

But, it may be asked, how does it arise that there is a temptation to treat the examination thus? Simply because the school which regards its curriculum as sacred will not, *ceteris paribus*, figure so well numerically in the lists as one which lays itself out specially for the examination. The examination thus places a premium on selective treatment and undue specialization, and that at an age when the effect of such methods must be peculiarly harmful.

That this is not a merely fanciful sketch is apparent from examination of the Junior Cambridge Class Lists; and these,

it must be borne in mind, only indicate the entries in different subjects. A subject is frequently practically dropped after entry is recorded in the paper.

Total No. at Centres.	NUMBER PER CENT. NOT ENTERED IN						No. per cent. of failures.
	English.	Latin.	French.	Mathematics.	Science.	Drawing.	
86	15	70	50	1	35	70	31
27	0	15	0	0	81	70	40
27	0	37	8	40	22	59	55
17	0	12	35	59	90	70	35
27	68	33	0	11	92	77	14
106	55	39	2	0	44	73	30
62	1	22	5	3	30	21	19
41	0	39	7	0	17	14	9

These figures are taken almost at random from the 1898 Cambridge Local Report, and tell their own tale. That they are not necessary conditions of school life can be seen by reference to two other centres.

Total No. at Centres.	NUMBER PER CENT. NOT ENTERED IN						No. per cent. of failures.
	English.	Latin.	French.	Mathematics.	Science.	Drawing.	
13	0	0	0	0	0	0	0
107	0	79	0	0	6	11	6

The Preliminary Locals of the same year tell the same tale. On the whole examination only 64 per cent. were examined in English, 80 per cent. in French, and 12 per cent. in some single science paper, including mechanics. These figures point clearly either to (1) undue specialization or (2) wide cleavage between the subjects studied and subjects tested by the examination.

We must therefore conclude that the present system tends to promote a narrow view of school curricula, and so exerts a cramping influence on schools, or else it largely fails as a test of what the schools are actually doing. What, then, is the remedy? Not to reduce the obligatory subjects, but to increase them—to insist on practically the whole range of school work being tested, adjusting the standard to what may reasonably be expected from average, or even weaker, boys. For this purpose, the subjects may be conveniently grouped as follows, very much as at present:—

- A.—Religious knowledge.
 - B.—English, including grammar, composition, geography, and history.
 - C.—Arithmetic.
 - D.—Mathematics: algebra and geometry, and also mechanics and trigonometry.
 - E.—Modern languages, including French and others.
- Let the above (with an alternative for A, under a conscience clause) be obligatory.
- F.—Classics, including Latin and Greek.
 - G.—Science, including practical work.
 - H.—Drawing.
 - I.—Extra subjects.

Of the subjects F, G, H, insist on one, or, better still, two (with I as an alternative), being taken in addition to the obligatory ones, A to E.

It might appear at first sight that such a system would destroy all elasticity and would render it impossible for the average boy to attempt the examination at all; but the difficulty is really one of standard. All decent schools take A to E as a *sine qua non*, and at least two of the group F, G, H, I. We make no new demand on them as regards subjects, but, of

course, to expect a universally high standard in all would be absurd. We have now seven sections. Insist on every successful candidate taking seven sections and obtaining marks in all of them—that is the first thing to secure. Now, let us have two standards of attainment—or even three—but take two, for argument, which we will term “qualifying” and “pass” respectively. If we assign 25 per cent., or even a lower figure, on certain papers, or portions of papers, for a qualifying pass, and if we insist on candidates gaining marks in all seven sections (“qualifying” in six of them and “passing” in four), we should ensure the due preservation of the school curriculum intact, and run no risk of refusing a certificate to one deserving it. Nor would liberty and elasticity be lost, for each section would be capable of extension upward, and plenty of variety of optional papers—e.g., Greek, German, mathematics, science—would be possible, and the great danger, viz., early specialization, would be avoided.

It might be argued that this would only secure a smattering of many subjects, whereas no credit should be given for work below a certain standard of attainment. This would be a just objection for a leaving examination or a scholarship examination, but not for a current school examination, intended to test general progress. And, moreover, it would be easy, if desired, only to count marks for the final lists in those subjects in which the “pass” standard was reached. But we need not pursue the point—there are numerous ways of arranging the details; the matter we are interested in is one of principle, and we contend that some such principle as the foregoing would secure the result aimed at, without sacrificing elasticity and liberty, and would tend to secure reverence for the school curriculum as a whole, instead of tempting master and pupil to think of it merely as a set of fortuitously collected subjects.

What would be the effect on the examination as a whole? We believe, highly beneficial; the examination would at once gain in definiteness of standard, as implying a real test of school work as a whole; it would be far more in touch with the work of the school as a whole, and the moral gain in the recognition of “curriculum” as against “subjects” would be immense. It would then be of real assistance to education, and discourage the captivating pursuit of parchment-hunting. Headmasters are only too keenly alive to the want of educational ideals prevalent among parents, and—be it whispered—also even among governors. Such a system of examination as is adumbrated above would strengthen their hands in raising the tone of school work.

Many other points are suggested in connexion with the above which space will not allow us to deal with. Expense, however, is too important a matter to be so lightly dismissed, and, though obviously no discussion of this question can be fundamental which is not based upon the actual figures in a balance sheet, some considerations seem sufficiently patent to justify an expression of opinion. The present fee is undoubtedly high, and must have the effect of keeping out many in schools all over the country. As a test of individual attainment, the casual entry of a boy here and there may be all very well; as a test of schools it fails altogether, unless boys are entered collectively, and not individually. Some schools can afford to pay the fees; the majority cannot; and it is, as a rule, in the schools which cannot afford the expense that the parent, too, is unable to do so. One guinea examination fee, 5s. or 10s. local fee, constitute a considerable outlay where so many other items of expense are present. Now, excluding colonial centres, the 1898 lists include practically 250 centres, of which some 150 are centres or sub-centres for a second sex; the total number of home candidates was 13,900, whose fees to the central authority amounted to £12,500, every centre implying a supervising examiner—and where there is a sub-centre an assistant examiner as well. To the outside mind the necessity of the great expense hereby incurred seems very slight indeed. Those who scoff are apt to hint that the most useful function played by University Locals is to afford college dons and other leisured members of the University an opportunity of earning an extra ten guineas, when “coaching” is slack—*absit omen!*—but the cost of supervision must weigh heavily on the funds of the Syndicate. Why cannot schools, individually or associated, supervise their own examinations, in connexion with a local committee, as is done elsewhere in Science and Art Department and in County Council scholarship examinations. Here, at any rate, is one means of effecting an economy. Smaller centres might then be

the rule—existing school premises might then be utilized far more than at present, obviating the expense of the large hall and all its inconveniences. If the cost of examination were thereby reduced to between 10s. and 15s. per head, the school could afford to pay half of this sum—especially in view of the saving effected by making the Locals the school examination, and the parent would only be called upon to pay what is practically now the local fee.

The examination thus adapted would lend itself readily to inspection, and this is a matter of real moment now, when inspection is being spelt with a bigger *I* than before, and this particular item would involve no more expense than it does at present. It would strengthen the claim of the Universities to still play the part—which many educational authorities consider to be their natural part—viz., that of acting as inspectors and examiners of the large bulk of secondary schools, and presenting an unimpeachable guarantee of the preservation of the breadth of view, liberty, and elasticity of treatment which the schools of this country undoubtedly possess, but which educational authorities of the future may restrict, if not destroy.

It is in no spirit of hostility to Local Examinations that the foregoing lines are written. Locals have done yeoman service in the past in raising the standard of school work: they are capable still of doing good work, rightly employed; but they do not provide the guarantee against abuse which an authoritative examination should possess, nor do they sufficiently test the whole school work to be capable of more general adoption than at present. These, we contend, are serious failings, and failings which the writer would fain see removed.

THE FIRST ENGLISH WRITER ON CIVICS.

IN some countries of Europe the teaching of civics is looked upon as a national duty. Particularly is this so in the inculcation of patriotism. Such a book as Mr. W. H. Fitchett's “Deeds that Won the Empire: Historic Battle Scenes” shows that this side of civics, if admirably dealt with, is highly appreciated in England. It is interesting, therefore, to go back to what is, I believe, the first book published in England, intended for school use, with a view of definitely giving to the youthful mind due and proper material out of which patriotism might not unreasonably be expected to develop. I propose, therefore, in this article to give an account of the book and its writer.

The writer in question is Christopher Ocland, and his book—written throughout, it should be added, in Latin—has on its title-page (dated 1580):—“*Anglorum Prælia: Ab anno Domini 1327 anno nimirum primo inclytissimi Principis Edwardi eius nominis tertii usque ad annum Domini 1558. Carmine summam perstricta. Christophoro Oclando Buckinghamiensi Anglo Authore.*” [In the edition of 1582, on the title-page, Ocland is announced as “*primo Scholæ Southwarkiensis prope Londinum. dein Cheltenhamensis, quæ sunt a serenissima sua Majestate fundatæ, Moderatore.*”]

[To the 1582 edition is also added:—“*Item: De pacatissimo Angliæ statu* imperanti Elizabetha compendiosa Narratio.*” And then the proud words: “*Haec duo Poemata, tam ob argumenti gravitatem quam Carminis facilitatem, Nobilissimi Regiæ Majestatis Consilarii in omnibus huius regni Scholis praelegenda pueris præscripserunt.*”]

In 1582 appeared a quarto edition and also an octavo edition; in 1589, a further edition of the “*Elizabethis.*” There is also a translation of the “*Elizabethis.*” into English, done by John Sharrock in 1585.

The title indicates the contents of the book. It is an account in Latin verse of the wars of England carried on between 1327 (the accession of Edward III.) and 1558 (the death of Mary). There is a Latin poem by Richard Mulcaster, and also one by the well-known poet Thomas Watson, prefixed to the “*Elizabethis.*” Readers of “*Positions.*” will remember the ecstasy of praise in which Mulcaster indulges over Queen Elizabeth. In these verses Mulcaster envies Ocland the subject of his verses after the strain:

“*Nam quid nobilius sol nostra Principe cernit?*”

In the 1582 octavo edition of the “*Anglorum Prælia,*” on the

* This is described elsewhere as *Eipnrapxla*.

page opposite to the beginning lines, and occupying the whole page, are the royal arms of Queen Elizabeth. The title-page had already announced "Cum privilegio Regiæ Maiestatis."

But the point which requires full recognition about Christopher Ocland is the fact that the Lords of the Privy Council ordered his "Praelia Anglorum" to be used in the grammar schools. I venture to transcribe the minute : *

A letter to the Commissionsers for Causes Ecclesiasticall in London that whereas there hath bene of late a booke written in Latyn verse by one Christofer Ockland, intituled "Anglorum Praelia," which, as he enformeth, hath bene by him at his great charges aboute half a yere sithence imprinted and published, and now againe lately imprinted with the addytion of a shorte treatise or appendix concerning the peaceable government of the Quenes Majestie ; forasmuche as his travell therein with the qualitie of the verse hath receyved good commendacion, and that the subjecte or matter of the said booke as he is worthe to be read of all men and especially in the common schooles, where divers heathen poetes are ordinarily read and taught from the which the youthe of the Realme receyve rather infectyon in manners and educatyon than advancement in vertue, in place of which poetes their Lordships thincke fitte this booke were read and taught in the grammer schooles, their Lordships therefore have thought good, as well for the commoditie of the said Ockland and for the incouraging of him and others that are learned to bestow their travell to so good purposes, as also for the benefite of the youthe and the removing of such lascivious poetes as are commonly read and taught in the said grammer schooles, requiring them upon the receipt hereof to write their letters unto all the Busschoppes through the Realme to give commaundement that in all the grammer and free schooles within their severall Dyoces the said bookes "De Anglorum Praeliis" and peaceable government of her Majestie maye be, in place of some of the heathen poetes nowe read among them as Ovide "De Arte Amandi," "De Tristibus," or such lyke, may be receyved and publicly read and taught by schoolemasters unto their schollers in some one of their formes in the schooles fitte for that matter.

This remarkable minute is dated XXI. Aprilis, at Grenewiche, 1582.

Perhaps the most interesting point that arises from the passage is the direct relation which the Privy Council takes up to the work of education. The *mot d'ordre* is given to all schools (we should say all secondary schools) to use a certain book in place of works commonly read and on the whole less advantageous. It is important also to notice that the Privy Council, in its supervision of schools, works its will through the dioceses of the bishops. This is natural enough when it is remembered that the bishops had the licensing of schoolmasters in their hands, and also that, in their visitations, they also inquired into the way in which schools were being carried on throughout their diocese.

The reading of "heathen poetes" and the reconciliation of such a practice with a Christian teacher, was a stumbling block with many of the pious in all generations of the Christian era. There were those, of course, who held that the broad highway of the classics was the only way to intellectual salvation. Ascham, for instance, often heard Sir John Cheke say : "I would have a good student pass rejoicing through all authors, both Greek and Latin ; but he that will dwell in these few books only, first in God's Holy Bible and then join with it Tully in Latin, Plato, Aristotle, Xenophon, Isocrates, and Demosthenes in Greek, must needs prove an excellent man." Here, however, Sir John Cheke is speaking of "students," and his list is very choice. Dr. Laurence Humphrey in his treatise "Of Nobility,"† on the other hand, pointed out the danger of indiscriminate classical teaching with the young, had protested against Ovid, and only included Terence because, as he says : "I saw Cicero so much esteem him."

In the "Anglorum Praelia" is given the copy of the letters directed by the minute quoted above to be sent to all the bishops throughout England and Wales. It will be seen that it was drawn up sixteen days after the meeting of the Privy Council. It reads :

After our heartie commendations, &c. Whereas wee of hir Maiesties high Commission Ecclesiastical have received letters from the Lordes of hir Highnesse moste honourable privie Counsell, That we should directe order to all the Byshops of the Realme, to cause to be receyved and publicly read and taught in all Grammar and Free Scholes within their severall Dioceses a Booke in Latine verse of late imprinted,

* "Acts of the Privy Council of England." Edited by J. R. Dasent. New Series. Vol. XIII., A.D. 1581-82, pages 389-90.

† Strype's "Life of Cheke," Oxford edition, 1821, page 153.

‡ 1563.

entituled "Anglorum Praelia," sette forth by one Christopher Ocklande, as by the true Copie of their Honours Letters, which wee sende you here inclosed, it may appeare unto you. These are therefore to require you, according to their Honours pleasures signified to us in that behalfe, forthwith upon receipt hereof to take present order within your Dioces for the due accomplishment of their sayde Letters accordingly. And so wee bidde you heartily farewell. From London the seaventh of May, 1582. Your loving Friendes.

I have not as yet found any account of how the "Anglorum Praelia" was esteemed in the schools. But it is possible to form a judgment by remembering that the subject was the martial glories of England, and that these included the feats of Edward III. and Henry V. at a period three hundred years nearer to them than we are. In fact, it would seem that Ocland's book was somewhat similar in its line of interest to that very successful book, already mentioned, "Deeds that Won the Empire," of to-day. It was, however, written in Latin—much shorter and much more restrained in detail, though perhaps not always in its enthusiasm. The following is the account of Edward III. and the Black Prince at Cressy :—

Fulminat ense pater Princeps Edwardus, et eius
Filius impubes ; illoque Britannica virtus
Quanta sit eluxit bello, quo millia caesa
Triginta aut plus eo, campique cruore madebant ;

—and so on.

Henry V. at Agincourt is thus described :—

Ipse manu magno conatu rex rotat ensem,
Nobilior faciebat idem pars, turbaque tota.
Omne nemus resonat pulsatae cassidis ictu
Armorum crebris tinnitibus insonat unda,
Viciniq; suis colles cum vallibus aegros
Accipiunt gemitus morientum, sanguis inundat

—&c., &c. ; from which it will be gathered that there is, for modern taste, rather too much enthusiastic gloating over bloodshed.

The "Elizabetha" is included in the volume. This is a panegyric of Ocland's queen up to 1580, and a recital of the peaceable state of England. There is also an account of the members of her Majesty's Council. The following extract from John Sharrock's translation will give some idea of the matter and style of the verses. They deal with the towardness of Queen Elizabeth in her childhood :—

But when her mother tongue she knew,
Expressing signs of wondrous wit, and judgement to ensue :
She at her prudent sayings made astonished men to stand,
And books, desirous to be taught, would always have in hand.
She scarce the letters with her eyes intente did behold,
Their several names, but thrice before by her instructors told :
But perfect them at fingers' end as two months taught,
Their figures diverse made, deciphering well, by judgements rare.
Yea, in few days (a marvel great it is to speak no doubt)
The princely imp by industry such sap had sucked out,
That, without counsel to assist, she anything could read.

With regard to Christopher Ocland himself, the facts to be gathered are few. Whilst master at St. Olave's School in 1571, it appears that he received twenty marks a year, for which he was to teach ten or twelve boys at first and to help the usher to teach the "pettyes." Ocland was also to be allowed to take six or eight scholars. This comes from the minutes of the Vestry of the Parish of St. Olave.* In the minutes of the same Vestry, January 27, 1571, there is another schoolmaster, one John Poyne.

There is a letter quoted in Sir Henry Ellis's collection of letters, written by Ocland to Sir Julius Cæsar, chiefly as to his poverty ; but the most pathetic letter is the one to the great Lord Burghley, begging to be relieved in his distress. It is a vivid letter. It might be used as an apt illustration to Melancthon's "Miseries of Schoolmasters." After reading it one hardly needs more details of Ocland's life. No history of education can be complete which does not include the side-light afforded by such a letter. It takes us right into the middle of Ocland's life-struggle :—

Help, my very good Lord, my singular good Lord, help I pray and most humbly desire your honour for God's sake, your poor and unfortunate Christopher, that her Majesty may give me a prebend or benefice that will first fall. I never had anything at her Grace's hands

* Quoted in Sir Henry Ellis's "Letters of Eminent Literary Men," pages 65-6.

for all my books heretofore made of her Highness. I trust my Lord Chancellor will give his good word with you and the other Lords of the Council. Or at the least speak to D. Aubrey, the Master of the Requests, and he will move my cause the sooner at your speech. At the writing of this, my lord, tidings come to me that one Hurdes, a serjeant of London, who cast me in the Counter upon the feast of the Nativity of Christ last past, hath a *Capias utlagatum* out for me. I ought [owed] him but five pounds and he hath condemned me in forty pounds. The learned in the law say it to be ridiculous that I was bound in thirty pounds for payment of five pounds, and the condemnation upon the outlawry is risen to forty pounds. Quid faciam? Quo me vertam? Mors est mihi lucro.

He goes on to explain he has no relations to fall back on. His wife is paralyzed—has been these three years—and grows worse every day on account of the misfortunes of her sons. Prison for Ocland would mean death to his wife and to their one daughter. He begs Lord Burghley, therefore, to get the writ of outlawry stayed. He then continues:—

I teach school at Greenwich, where my labour will not find me bread and drink. I dare not teach in London where it would be better. For my debt is grown to twenty-three pounds in ten years, for so long ago it is since I gave over teaching school and began to get out "*Anglorum Praelia*" and my other books. I have compiled also at this time a book, the title is "*De vitis aliquot illustrissimorum virorum in Anglia*," wherein I do not forget your honourable Lordship to have due place. I have opened myself to your Lordship, for truly it is said, "*Crescuntque tegendo vulnera*." Thus, having been too much tedious, I crave pardon, and pray God to send your Honour long life to the service of her Majesty in Council, the benefit of the realm, and the comfort of us all true English. Greenwich, this XIII. of October, 1590.—Your Lordship's most bounden for ever, most poor, and most wretched,

CHRISTOPHER OCLAND.

To the right Honourable and his singular good Lord, the Lord Burghley, Lord Treasurer of England.

There does not seem to be any indication as to whether Lord Burghley responded to the pathetic appeal, but Mr. Thompson Cooper, the writer of the notice on Ocland in the "*Dictionary of National Biography*," gives us a reference to a petition to Prince Charles, preferred January 14, 1617, by Ocland's daughter (mentioned above), which met with better hap. Jane Ocland, the daughter, received a gift of twenty-two shillings. One's thoughts at once recur to Edmund Spenser's lines, printed, be it remembered, a few years after Ocland's letter was written:—

Full-little knowest thou that hast not tried

What hell it is in suing long to bide . . .

To have thy prince's grace, yet want her peers.

Poor Ocland had made a bid for his prince's grace by his "*Elizabetha*," and for "her peers" by his letter to Lord Burghley. But, apparently, he obtained neither. "Where I hanked after plenty, I have run upon scarcity," said Ocland.* It is little compensation that now he should turn out to be the first English writer of a book on civics. But the title, such as it is, does not seem to be undue to him.

FOSTER WATSON.

THE CHEMISTRY OF THE FUTURE.

By ALFRED J. WILCOX, F.C.S.

THE claims of chemistry to a high position as an educational subject may be said to be now fully recognized. Whilst acknowledging the excellent facilities which exist in many schools, it is, however, to be feared that the treatment of the science is not always calculated to bring out its true merits. The days of the old-fashioned text-books, categorically describing the preparation and properties of the elements and their compounds, are happily numbered, since the only result of this method is a series of disconnected facts; and the science thus becomes an effort of the memory rather than, as it should be, a training of the intellect and *reason*. In this latter phrase we have the keynote of all science teaching—if it is to be effective—and in the preparation of the mind for the acquisition of real knowledge, as distinguished from mere information chemistry perhaps has no rival. Here practice and theory may from the very first go conveniently hand in hand; no other subject appeals so forcibly to the senses, which, after all, are the high roads to the brain. In its essence it is objective—it is deductive, and this feature must be clearly kept in view if the greatest riches of the science are to be reaped.

* In his letter to Sir Julius Cæsar.

Practice is, therefore, placed *first*; but the experiments must have for the student an interest deeper than the ephemeral excitement of a conjuring entertainment or a fireworks display. There must, likewise, be no "question-begging"; the theory should be the result of direct experiment made by the pupil himself. Such, then, is the ideal set before the chemistry teacher of the future.

The particular methods by which this ideal is to be best attained are questions for the individual judgment of the teacher; for, in the unfolding of the wonders of the science, there is scope for much personal ingenuity. Many and different paths may be taken, each leading equally well to the same end; but there are certain great general principles which must always govern the teaching of chemistry if these results are to be obtained in their fulness. It has been already said that practice should come before theory; and, though these are the definite lines by which the successful teacher is guided, yet, in themselves, they are not sufficient. It is highly desirable that the class remain in absolute ignorance of the experiment about to be performed. They should not be told what to expect, but be allowed to note the results for themselves. The advantages of this system are obvious. By the anticipation of unknown phenomena, the interest is the more effectually secured, while the power of observation is materially strengthened. In the early stages, the experiments should be as easy as possible; indeed, it often happens that the simplest operations may be made to demonstrate the deepest truths. Only one experiment should be performed at a lesson; in fact, more time may be profitably spent over its investigation. After each demonstration the boys should be encouraged to offer some explanation, however loose and fragmentary, of the phenomena they have noticed. The fallacies of their arguments should be pointed out, a good reason being given for each objection. When the matter has in this way been thoroughly threshed out, a clearly worded account of the experiment may be dictated, preferably in the well-known form of "experiment, observation, and inference." This explanation is to be taken down by each boy in his note-book; he should likewise be carefully taught to make a rough, but accurate, sketch of the apparatus used, and the neat recopying of the whole in a clean book will form a valuable home-lesson. At the next lesson the experiment is repeated, the boys in turn being allowed to suggest from memory the details of the operation, with which they will now be fairly familiar, and the class generally should be well catechized on the theory of each step in the process. On a subsequent occasion the boys themselves may, under careful supervision, select the necessary apparatus, fit it up, and perform the same experiment. It has been found convenient for two pairs to operate at once, and the teacher should embrace this opportunity of finally assuring himself that every student is now thoroughly master of both the technique and the theory of the operation.

These broad principles will, then, have to guide the teaching of the chemistry of the future; and it is suggested that a course of instruction extending over three years will, if this model be adopted, be amply sufficient to lay a sound foundation of the science for further work. It is only possible here to sketch the bare outlines of such a scheme; the nature and sequence of the experiments, as also the extent of the theory explained, must be modified by the discretion of the master to suit the age and knowledge of the boys. There seems, however, to be no reason why a start may not be made with quite young boys; since, during the first year, the equations and arithmetic are totally neglected, the one aim of the teacher at the beginning being to make his pupils familiar with the most common notions and greatest truths of the science, so far as they can be deduced from natural phenomena and the simplest experiments. An intelligent interest, once awakened, will lead to a desire for further information as to the more secret workings of this (to the beginner's mind) mysterious subject. The second year's course consists of the preparation and properties of the elementary and compound gases, common acids, &c., and more elaborate experiments, demonstrating chemical theory in greater detail. Equally, or perhaps more, important is the introduction of the equations. This must be done in the simplest manner; but the theory of each step in an experiment ought to be now represented in symbols. It may, however, add interest to an otherwise dry process if a requisite number of the boys are had out to perform, as it were, the equation before the rest of

the class. Each hand represents an atom, and consequently a boy may—generally speaking—be considered a molecule. By making them join hands in a suitable manner, and with a little manœuvring, the reaction may be presented in the form of a “chemical charade,” which will prove at once attractive and forcible. Indeed, in this way may be sown the seeds of the “graphic formula,” and it may be enlarged upon by various pictorial devices on the blackboard. During this year, also, the technical terms and nomenclature should be judiciously slipped in on convenient occasions; the boys thus become imperceptibly familiar with knowledge the acquisition of which is usually looked upon as drudgery.

The *arithmetic*—and hence “chemistry as an exact science”—is the text for the third year. To present the atomic, and reacting, weights of the elements, and the laws of chemical combination, to the boys as the results of direct experiments made by themselves, it is, of course, necessary to take them through a preliminary course of instruction in the proper use of the balance and the art of accurate weighing. Four boys may conveniently work in pairs at one balance; each pair should be engaged on a different quantity, and should in turns make the weighing and read the weights. In the first place, they may estimate the increase or decrease in weight of various substances when subjected to heat; after an experiment, the ratio (and percentage) of the loss or gain to the weight of the original substance should be made perfectly clear to the boys, who must themselves do the calculations. With care and attention very uniform results have eventually been obtained from a set of twenty-five. The similarity of the figures obtained from different quantities of the same substance at once suggests some fixed proportion in the composition of bodies. The reacting weights may likewise be deduced from the precipitation of metals in solution, and the direct determination of an atomic weight may be demonstrated by the aid of Victor Meyer’s apparatus.

All the knowledge acquired up till now is crystallized in the work which should occupy the remaining time of the course. The boys should have an opportunity of applying the practice and theory of the science to the examination of various common substances, with a view to ascertaining the nature and composition of each. They may make a diligent research upon water, air, coal, clay, gunpowder, gun-metal, and the like. The analyses should proceed by every known method, and all lines of argument be employed to ensure sound deductions. Great care must be exercised in distinguishing between a direct proof and mere confirmatory evidence of a chemical truth afforded by an experiment. At the end of an investigation the boys should be practised in “summing up” the evidence adduced by their experiments, and in arriving, by logical arguments, at right conclusions as to the nature, composition, properties, and general characteristics of the substance under examination. During the operations each member of the class should be carefully supervised and trained in the best laboratory practice and general manipulation.

The above is necessarily but a very brief sketch of a course of practical and theoretical chemistry which the teacher must elaborate for himself. It is only when linked in this way to the theory that the practical side of the science is of any real educational value. Experience has taught that the popular “analysis of a simple salt” may be successfully performed by a skilful boy possessed of mere “cookery-book” knowledge. Is it too much to hope that very soon Practical Chemistry—as a separate subject—will disappear from the examination syllabus?

ILLUSTRATIONS.

FIRST YEAR.

Typical Experiment.—Apparatus required: Three narrow-necked flasks, marked *A*, *B*, and *C*, each containing a small quantity of lime-water; taper (in holder); chalk; an acid (dilute); filter. (i.) Burn taper in *A* and shake well; (ii.) breathe into *B* and shake well; (iii.) shake *C*. (Repeat experiments, using pure water.) Filter *A* and *B*; moisten residues with acid; add acid to chalk in test-tube; hold mouth of tube over mouth of *C*, and shake well; filter and moisten residue with acid.

Deductions.—Breathing and the burning of a candle are similar processes (*combustion*), since they produce like results. If we had not a constant supply of fresh air (ventilation), we should die, in the same manner as the taper is extinguished.

A gas and a liquid may produce a solid (*chemical action*). The substance of the taper is not lost, but has only changed its form (*indestructibility of matter*).

Remarks.—The gas produced in experiments (i.) and (ii.), when combined with lime, gives effervescence with an acid (characteristic); the gas is heavier than air, since it may be poured downwards; lime-water is a test for the gas; candles are often made from animal fat, *cf.* black substance formed by cooking meat with that on wick of taper (*carbon*).

Suggestive Experiments.—The action of potassium and sodium on water (not forgetting to float the Na on filter paper). The action of phosphorus on air; the separation of a mixture of sulphur and iron filings before and after the application of heat; the mixing of measured volumes of sulphuric acid and water. The effect of a gas-flame on hot and cold glass tubing; the effect of wire gauze on a flame. A barometer (water and mercury). Further analogy between breathing and the burning of a candle (formation of drops of water on the sides of two well polished glass cylinders). The presence of CO₂ in the atmosphere (draw air through lime-water by means of an aspirator).

Note.—The sequence and elaboration of the above and similar easy experiments is, of course, left to the discretion of the teacher. Whilst each little detail of the operation should be used to exemplify some chemical theory, the experiment, as a whole, must be directed towards the demonstration of chemical action, combustion, and the greater elementary truths of the science.

SECOND YEAR.

Suggestive Experiments (in addition to the preparation and properties of the elementary and compound gases and common acids).—Indestructibility of Matter (quantitative method). Further proof of the weight of air: flask fitted with long, narrow, glass tube, and containing a very little strong ammonia, is well boiled—a finger is securely held over end of tube, which is then inverted with the mouth under the surface of water, which now rushes up into flask (more effective if water contain a little Phenol-Phthaleine). The influence of pressure on boiling-point of liquids: a flask three parts filled with water is thoroughly boiled and then tightly corked—invert it and pour cold water over, or place ice upon, bottom. The burning of oxygen in an atmosphere of hydrogen. The analysis and synthesis of water.

THIRD YEAR.

(It is assumed that the operations are conducted in an efficiently equipped laboratory.)

Typical “Research.”—Chalk. Note physical characteristics and test with litmus; ascertain if it is affected by solution, filtration, or distillation. Moisten with dilute acid. Work on weighed quantity; find loss on ignition (ratio to original weight); test residue with litmus; moisten a portion with dilute acid; add large quantity of water to remainder; filter and pass CO₂ through filtrate; filter and moisten residue with acid. Take a different weight of substance; find loss on addition of acid—evaporate solution to dryness and weigh—take up with water—precipitate with ammonium oxalate—filter and weigh—calculate CaO, and compare with original weight, minus loss on addition of acid and on ignition respectively. The above is a mere outline of the methods by which the examination of a substance should proceed, and is by no means exhaustive.

Deductions.—Substance is a chemical compound—a carbonate—lime—reacting weight of lime is 56—molecular weight of carbonic dioxide is 44—chalk—“slaking” of lime, and manufacture of lime water—chemical affinity.

Suggestive “Researches.”—Coal, gunpowder, clay, water, cement, ironstone, soap, gun-metal, iron pyrites (it is useful to make a mixture of iron and sulphur in the *ratio of their reacting weights*, which may yet be separated by *mechanical means*).

CORRESPONDENCE.

PRONUNCIATION IN THE SEVENTEENTH CENTURY.

To the Editor of The Journal of Education.

SIR,—I am glad you published my note, if only for the excellent letter it has drawn from Mr. Ford. On the points as

to which we quite agree I have no pretext for offering any further remarks; but on those as to which we differ, whether actually or only seemingly, I beg to make reply.

Mr. Ford has overlooked the very important conditions, set forth at the beginning of my letter, under which I consider the evidence afforded by the rimes in Dryden of considerable value. In a poem of the length and character of "In Memoriam" rime does not play the part it plays in such short, highly finished poems as those I quoted; nevertheless I contend that, if Mr. Ford's critic two hundred years hence were to examine the rimes even there, the evidence, under the conditions referred to, would be good. Taken as a whole, the rimes in "In Memoriam" are in consonance with the best pronunciation to-day. I do not pick out isolated instances. To fulfil my conditions, the rimes must occur *repeatedly*, and in critical positions. In addition, I am supported by much correlative evidence as well as by antecedent probabilities.

As an illustration of the force of the argument when the investigation is properly conducted, let us take the word *war*. For a change, take first the antecedent probabilities. Whether we regard the single medial vowel or the word as a whole, in its kinship with the Saxon *waer*, the French *guerre*, and the Italian, Spanish, and Portuguese *guerra*, there is, in my opinion, far less reason historically for the present pronunciation than for the pronunciation *wahr*. When we know that, for at least a hundred years, there has been a strong tendency to adopt the vowel now heard in *war*, *was*, *wall*, in the place of another vowel such as in *Charles* and *Charlton*—a tendency which has extended even to the spoiling of the musical names of other languages, such as *Hiawatha*—we recognize that, in the case of any other given word now pronounced with the vowel-sound of *Chorlton*, though still spelt with the vowel-letter of *Charlton*, it is only a question of the time at which the change took place. It certainly seems highly probable that two hundred years ago the change in the case of *war* might not have taken place, in view of the fact that among country folks in almost all parts of the kingdom the older pronunciation *wahr* still holds its ground. Rimes we may find in Dryden cannot be taken as evidence of pronunciation in any parts of the kingdom save Dryden's own, but, as to the pronunciation *there*, I contend that his rimes, collected under the assumed conditions, afford about the *best* evidence that is available.

With what words, then, did Dryden yoke this syllable? Take one of the poems on which he prided himself most—the "Annus Mirabilis"—short enough to be very dependent upon the rimes for its effect and to have had much care bestowed upon them, and long enough to contain the word in the riming position several times. With what is it paired, and repeatedly? With *are*, *star*, and *far*. I would call your attention to the fact that these are all extremely common words; they retain the older sound. The more constantly a word is in use the likelier is it to remain vocally unchanged. *Are* is commoner than *was*, and *far* is commoner than *war*. There are looser rimes, but they are all much nearer the *far* than the *for* pronunciation, thus giving the strongest of all evidence, "circumstantial variation with essential agreement." I might be charged with suppression if I did not admit that, in another poem, the rime *war*—*abhor* occurs, but I do not think I exaggerate in saying that the evidence of the rimes is at least 500 to 1 for the *far* idea.

As to *miracles*, *articlees*, *oraclees*, *chroniclees*, &c., my argument would be very similar. It is a question *when* the vowel sound after the *l* dropped out. I do not consider the two solitary counter-examples as by any means "decisive." I would point out, also, that a rime in a comic poem has not the evidential value of one in serious verse. He would be a rash critic who, finding two hundred years hence a poem,

At half-past ten or p'raps a little later,
In Drury Lane and Drury Lane the-ayter,

concluded that the last word was given in the *standard* form and spelling of our day. Dryden might even have been making fun of a vulgar mispronunciation, as he considered it. Again I say we must go by the *bulk* of the evidence. For special effects poets use much licence, as Tennyson in his beautiful line, one clear syllable too long—

The lustre of the long convolvuluses.

And, undoubtedly, many rimes we find now are traditional; at one time the words were sounded alike, but they have been of unequal frequency of occurrence, and one of them has changed. Some words are loosely used as rimes because they assort in

sense and there is difficulty in finding anything equally good in sense and better in assonance. There are also other considerations.

Let us look at one or two words more. Take *year*; take the poem already quoted. We find it rimed with *there*, *bear*, *air*; and *there* with *despair*, *bear* with *wear*, *air* with *repair*, *repair* with *care*, and so on—so that we have a whole chain. Take *sea*—it occurs five times; its yoke-fellows are *lay*, *obey*, *prey*, and *way*—all very common words. If the word had been sounded *see*, Dryden would have had no difficulty in finding rimes for it. Why more with *see* than *say*? Now the Irish, many of them, still say *say*, and they claim to speak "better English" than we do. We hear much of the great "Tay Pay"; that pronunciation affords food for reflection. *They* and *great*, &c., are very common words. Note the letter for the vowel. If we except the commonest of all words, *the*, it is the sound in *they* and *great*, but quickened or "short," that that letter still possesses even in English in the vast majority of cases. Mr. Ford's recipe for a perfect rime is not comprehensive enough; it makes no provision for open syllables such as *they* and *say*. We expect the vowels in these to be long.

I should like to hear what others think, and, passing by many further points in Mr. Ford's letter, I would just remark that, so far as the couplings *join*—*design*, *twined*—*conjoined*, &c., are concerned, we might think *jine*—*design*, *twined*—*conjoined*, neither more probable nor less probable than *join*—*desoign*, *twined*—*conjoined*; but when we find a rime with a name in universal use, *Rhine*—*join*, we are disposed to *jine*, and in investigating on this supposition we find wonderful uniformity. Here, as in the other cases, it is a question of the *weight* of the evidence.—Yours sincerely,

PERCY E. KINGSFORD.

Oxford Shorthand Office, Dover,
May 3, 1899.

"ENGLISH LITERATURE IN GIRLS' SCHOOLS."

To the Editor of The Journal of Education.

DEAR SIR,—I agree so heartily with most of what Mr. Ryland says in his article on the above subject that it is with reluctance that I write to protest against his sweeping condemnation of the English literature work of our high schools. For very many years I have been in an exceptionally good position for forming an estimate of this work. There is hardly a high school of any standing in England which I have not examined either orally or on paper or generally in both ways, and that not once only, but many times. I most emphatically deny that their English literature work is as contemptible as Mr. Ryland would have your readers believe. It certainly is not perfect, and it might be given a little more time; but it generally is satisfactory—sometimes decidedly good—and from precisely Mr. Ryland's own point of view. Two faults I have noticed occasionally—the former more frequently than the latter. The work in the highest forms is not always properly led up to by carefully graded stages of simpler literature work in the lower forms. To plunge the girls headlong into Milton or Shakespeare without any preparatory practice is to run the risk of mentally drowning them, and is certain to make their work unduly difficult. The other fault is that, here and there, it seems to be thought that the learning up of a primer of the history of English literature is the same thing as the study of literature. Mr. Ryland probably would not call this a fault, for he recommends a line of study which in schools could only be pursued at second-hand, and he is terribly shocked at some girls not knowing the names of the authors of some notable books and when they lived—a kind of knowledge (if *knowledge* it can be called) which educationally, as it seems to me, is of singularly little value except in aiding the girls to assume a knowledge if they have it not.

What can have misled Mr. Ryland into making so posterous a statement as the following I cannot even guess. "The girl," he says, "from the higher standards of a public elementary school, as a rule, knows more about English literature than the girl who has been educated at a high school." I have examined orally and in writing, and on many occasions, scores of girls from elementary schools who are scholarship holders and presumably among the best. I have not found that even 5 per cent. know English literature. They do not even know *about* it.

I am heartily at one with Mr. Ryland in the high value he sets on the study of literature as literature; and, though some of the things he advises are suitable for adult study and not for study at school, I agree with most of his advice. But charging recklessly at windmills will not advance our cause.—I am, Sir, your obedient servant,
H. COURTHOPE BOWEN.
May 5, 1899.

To the Editor of the Journal of Education.

SIR,—As a teacher of literature, conscious that our teaching of this subject still leaves much to be desired, I have read Mr. Ryland's article with interest, and fear it is only too just an indictment of the methods in girls' schools—*some years ago*. The girl who learnt her Clarendon Press notes apart from the text seems to have gained enduring fame. She is almost sure to appear in any criticism of the methods of teaching literature, as was King Charles's head to turn up in a certain famous history. But her notable example is hardly likely to find an imitator nowadays; for surely there are few schools in which the Clarendon Press Shakespeare still exercises its blighting influence. I can assure Mr. Ryland that even the high-school headmistress recognizes that there is literature outside the Clarendon Press Shakespeare, and suffers Scott's poems and plays and Tennyson's "Idylls of the King," not to mention the ballads of contemporary authors, to find their place unannotated amongst her pupils' school-books. While recognizing that the best teaching in literature is not, and perhaps cannot, be examined, and while accurately forecasting in our prophetic souls the examiners' lists of obsolete words to be explained and tags of Latin to be translated by children ignorant of the language, some of us still pursue our self-opinionated way and interest our pupils in the works they are studying, at the cost to ourselves of a lowered average in the examination returns. I think, too, that many of us share Mr. Ryland's wish for wider reading in our schools; but, at this point, we have to contend with the difficulty of expense—a very real one where many parents are concerned.

I wonder how many of the German girls who "knew all about" English literature knew English literature. It is well to know who wrote "The Rape of the Lock" and "Gulliver's Travels"; but such knowledge in itself is not strictly literary nor calculated to develop a taste refusing to be satisfied with the tales in monthly magazines. I cannot but envy Mr. Ryland his experience of the public elementary schoolgirl. I have found one or two from the higher standards who assured me they had heard of Shakespeare, but, being unacquainted with English history, could offer no suggestion as to the period in which he lived.

I will not join issue with Mr. Ryland on the question of the value of Latin in education. I think, however, he will find a more serious danger to the claims of literature in the inroads science is making on our time-tables. But, in spite of the difficulties of insufficient time and insufficient books, I cannot myself feel that the prospect is so dark. I do not find that literature is distasteful to the pupils in my school, and I am encouraged when, for one girl who harrowed her feelings with the melodramatic horrors of "The Sign of the Cross," seven found their holiday pleasure in such works as Scott's and Jane Austen's.—I am, Sir, yours faithfully,
B. E. C.

HIGH-SCHOOL MISTRESSES IN ELEMENTARY SCHOOLS.

To the Editor of The Journal of Education.

SIR,—Having had experience in secondary education as a teacher and headmistress, and also as a Board-school manager, I should like to say a word in regard to high-school pupils becoming elementary-school teachers. The real difficulty is that the Government have not from the first tried to get the best teachers, wherever and however they may have got their knowledge and training, but those who have passed through their own schools and gone through a certain routine of training college and cram examinations. Nothing else could, perhaps, have been done at first, but by this plan elementary education has fallen into the hands of the lower and less cultured class, and they seek to keep a monopoly of it, and thus to a great extent the blind are left to lead the blind. I need hardly say that many able and devoted teachers are to be found among them; but often those who have higher aims lack wide training. Imagine what the tone of the Army would be (as the English Army is at present constituted) if it were the rule and not the exception that all officers must have come from the ranks, and that

then men of culture, trained in military colleges, should enter the service, and must be put under these officers from the ranks.

The methods, too, in the primary schools, where the pupils are legally bound to attend, are different from those in secondary schools. In the first the cane is often freely used, and other punishments inflicted, though contrary to rules; but poor parents cannot afford time to prosecute, and managers are powerless or hesitate to interfere. Rough treatment of pupils would soon ruin a secondary school, and teachers are anxious to stimulate and encourage pupils by interesting lessons and by employing the newest and best methods.

In many primary schools the old and bad kinds of teaching are allowed to go on—*e.g.*, the teaching of reading, as even phonic methods are not adopted. The argument used is that bad systems are better with large classes than good! Fear and punishment are believed to be more powerful than appeals to the intelligence and good feeling of children. Until the Government are induced to open the door widely, not merely to allow, but to induce, a different class to apply for posts in their schools, these essential differences of ideal will prevent high-school pupils entering them; for, unless they are admitted in considerable numbers, they will not be able to modify the conditions at present existing.—Yours faithfully,
A. C. B.

TEACHERS' GUILD BENEVOLENT FUND.

To the Editor of The Journal of Education.

SIR,—I see the Report of the Teachers' Guild in last month's *Journal of Education* makes me say: "Miss Barlow is anxious that members should realize that it is *only the interest on the invested fund* that is available to meet claims on the fund, so that the total available in 1899 is only some £22. She hopes other branches will follow the example of Colwyn Bay, and vote sums to the fund from any balance they may have." This is true; but far more do I wish to call attention to the fact that one shilling or half-a-crown subscribed by each of the many members of the Guild would really do more to set the scheme on a firm and healthy basis than the three hundred and odd pounds she has been fortunate enough to receive; and more—this would serve, besides, a threefold purpose: (1) each subscriber would feel the pleasure of doing good, (2) would have less diffidence in applying for help, should a special need arise, (3) make it what we wish—largely a fund raised by teachers to help teachers.—Yours very truly,
Colwyn Bay, May 8, 1899. MARY BARLOW.

N.B.—The Colwyn Bay division of the North Wales Branch voted two guineas from its surplus last year, and I have no doubt we shall do so again. It has also collected a few one-guinea subscriptions.

QUEEN MARY'S SCHOOL, WALSALL.

To the Editor of The Journal of Education.

SIR,—In your note on the debate in the House of Commons as to whether the Staffordshire County Council should be represented on the governing body of this school, you made one or two inaccurate statements, which, perhaps, you will allow me to correct.

You speak of the Staffordshire County Council "using and aiding" the school, and you also speak of its "grants." In point of fact, however, the Council does, indeed, "use" our foundation by sending us three County Council scholars and a very considerable number of children from districts under its authority; but, as these children receive an education costing £4 or £5 more per head than the fees they pay, it is hard to see where the "aid" comes in. The "grants" are purely imaginary. We have never received a penny from the Council either towards the boys' or the girls' school.

I do not wish to offer any opinion on the "manœuvre" (which was not engineered by the I.A.H.M., but by our Governors, acting in conjunction with the Walsall Town Council); but I think you hardly give a fair account of the point at issue. I speak without authority, but I believe I am right in saying that, if there were any prospect of a substantial grant, the Governors would welcome the representation of the Council. It is the representation of a body which, while using the school for its own purposes, gives us nothing in return that seemed to them unjust.—Yours faithfully,
May 22, 1899. H. BOMPAS SMITH, Headmaster.

MR. ALMOND ON SUPERANNUATION.

To the Editor of The Journal of Education.

DEAR SIR,—The greatest general who ever lived stood just 5 ft. 2 in. in his stockings. England's greatest naval victory was won by a man who had one arm, one eye, and a bad constitution. I utterly fail to see how any Government can lay down rules as to what physical qualifications a man must possess in order to be an efficient military or naval officer. This argument is, I contend, exactly parallel to and every bit as cogent as Mr. Almond's argument in his letter published in your last number. To judge from that letter, Mr. Almond thinks that he can prove the absurdity of the compulsory superannuation of schoolmasters by quoting three instances of men of extraordinary endowments who have done good work after seventy.—I am, yours faithfully,
PONTICULUS.

COLONIAL AND FOREIGN NOTES.

GERMANY.

THERE has long been a desire felt by the supporters of the *Realgymnasium* that its *Abiturienten* should be admitted to the study of medicine on the strength of their Leaving Certificate, as they already are to study natural science in the Philosophical Faculty. But this matter concerns the Empire as a whole, and is not left to the discretion of each separate State. Great disappointment was felt at the postponement of this question by the Committee of Medical Experts representing the various States of the Empire. It was noticed in many quarters with regret that, though this is largely an educational question, no educational experts were invited to take part in the deliberations, in which apprehension of a large increase in the number of medical students and the desire not to lower the social status of the profession seem to have most weight.

Some consolation may be found in the generous manner in which Prof. Virchow, himself a member of the Medical Faculty at Berlin, championed their cause in the Prussian Landtag; and still more encouraging, with regard to the wider question of the withdrawal of the *Gymnasium's* monopoly and privileges, was the speech of the representative of the *Kultusministerium*: "I may add a word here as to the position of the Education Office on the general question of privileges. We are most decidedly the friends of the *humanist Gymnasium*; that is our chief concern. But we are also warm friends of the two other types of schools; it is our opinion that one type does not suit all purposes, nor that it is well done to direct all our boys from the very first without any discrimination towards the learned professions. And, therefore, we are further of the opinion that it is not advisable that the other types of schools, the 'modern schools' (*die realistischen Schulen*), to use a general term—I mean, of course, the *Realgymnasium* and the *Realschule*—should be hampered in their development by the refusal of suitable privileges. If the *humanist Gymnasium* wishes to retain its prominent position, it must do so through its own power and capacity, and not by means of artificial supports. We are convinced that the *Gymnasium* is perfectly able to fulfil this task. Solely dependent on its own force, it will continue, as heretofore, to produce excellent results and maintain its due position without interfering with the other schools." It is hoped that the promise which these words appear to convey will soon be redeemed in actual fact.

In his recognition of the good work done by the *Realgymnasium*, Prof. Virchow by no means intended to imply that he was satisfied with the results of the higher schools; on the contrary, he distinctly stated that his experience as an examiner had convinced him that the level of general culture was decidedly lower, and he attributed this to the surrender of the old classical ideal, to the restriction of the province of grammar, and urged the inclusion of logic and psychology in the school course. His arguments were supported or controverted by many other speakers, and the significance of the debate was the intimate knowledge of schools and their working possessed by many members of the Landtag. An Englishman reading such a debate would imagine it was a report of some meeting of the Headmasters' Conference, but would never suspect the House of Commons.

Two veterans in educational administration at Berlin have just celebrated, one his seventieth birthday and the other his twenty-fifth year of service in his present position, and a short sketch of their careers may not be entirely devoid of interest.

Dr. Wehrenpfennig (born 1829) was originally a master at a Berlin *Gymnasium*. In 1862 he became editor of the *Preussische Jahrbücher*. From 1865 to 1879 he was a member of the Prussian Lower House. He had shown a great interest in technical education, and in 1877 was appointed to a post in the Board of Trade; two years later he was transferred to the Education Office as expert adviser on matters of technical instruction.

Dr. Bertram is three years senior to Dr. Wehrenpfennig. He was first appointed a master in a secondary school in 1852. In 1868 he was made headmaster of the municipal *Bürgerschule* at Berlin. Four years later he was created *Stadtschulrat*, and this office he has held for twenty-five years. He has had under his charge all the elementary schools of Berlin, and during his period of service the number of such schools has risen from 78 to 230. He is the author of many important changes, and has created a new type of school—the Berlin *Realschule*—and at the present time he is striving to introduce the eight-class system into the Berlin elementary schools, a reform which all teachers desire in the interests of education.

The Disciplinary Court before which Prof. Delbrück was arraigned has given its decision against the editor of the *Preussische Jahrbücher*. But the punishment meted out to the critic of the Government's policy of expulsion in Schleswig-Holstein, seems hardly commensurate with the enormity of his wrong-doing, as explained by Dr. Rosse to the Landtag. "The professor is to be reprimanded and to pay a fine of £25. 'Much cry and little wool' is the comment of the *Vossische Zeitung*; but another prosecution seems to this paper to call for more serious

criticism. At the beginning of last year a law was passed which under guise of legalizing the position of the *Privatdozenten* really subjected it directly to the control of the State. This law was so manifestly directed against a particular individual that it was promptly nicknamed "Lex Arons." After the lapse of over a year an indictment is entered against this University teacher of physics and mathematics on the ground that he is in his political convictions in sympathy with the Social Democratic party. This is the sum-total of his offence—it is not for a moment maintained that he misused his position to inculcate these doctrines in his lectures on "Electrical Currents" or on "The Application of the Differential and Integral Calculi to the Solution of Physical and Chemical Problems." There is no complaint against him as a teacher—and the *Vossische Zeitung* pertinently asks if it is not possible to honour the physicist and let him teach, and to laugh the politician out of court. And this has practically been the result of the preliminary inquiry, and the prosecution has been abandoned. One of the most unsatisfactory provisions of the law is the fact that the appeal from the decision of the Court is to the Ministry of State, which in such a case as this would be both prosecutor and judge.

UNITED STATES.

One of the great educational events of the year is the meeting of the Department of Superintendence of the National Education Association. That such a body should have unanimously passed the following resolution is not without significance:—"That the tendency widely shown to reconstruct the organic law governing the election and powers of boards of education so as to diminish to the lowest possible point the opportunity of their members to use their office for their personal interests is an indication how abhorrent to the feelings of the better portions of every community is any attempt to use the public schools for any purpose less worthy than training the rising generation to honourable citizenship and efficient industrial life."

Amongst other matters, the superintendents have been occupied of late with the question of spelling reform. A year ago they advocated certain changes that have since been very widely adopted. They also appointed a special committee to consider the advisability of further reforms. That committee has now reported, and the report furnishes interesting reading.

"The orthography of the English language," it runs, "never has been, and, in the nature of things, never can be constant or fixt. Only dead languages can present an unchangeable orthography. The form of words in Chaucer ('wel of English undefyled') is so different from that in use now as to render the reading of the 'Canterbury Tales' without a glossary impossi-
Spenser, Shakespeare, and Milton, each in turn, spels differently from his great predecessor, and it is, therefore, an unreasonable demand that the present orthography shall be retained for all time.

"Since the spoken is the real language, changes in spelling, in order to more perfectly represent its words, can in no sense be regarded as marring it, or breaking the continuity of English speech or literature; and apprehensions on this score can be attributed only to lack of knowledge of the science of language, or to little acquaintance with the history of literature. Nor can the present spelling be justified on the ground of etymology, for it often sets at defiance all etymological rules and principles; moreover, it is not the office of spelling to teach etymology, nor can it do so; it can simply illustrate the etymology of the word to those already conversant with the history of the language.

"The object of written or printed words being to represent the sounds of the language, and these varying from age to age, the symbols which represent them must also be changed correspondingly if the two are not to be wholly divorced. Changes must consequently come at some time, and be advocated by somebody, and it would seem that upon this Department, constituted as it is of persons whose profession is to direct public education, and the object of which is the improvement of the work of the schools by the invention of better methods of teaching, the responsibility of taking the initiative in the advocacy of amended spelling devolves in an eminent degree. It would be difficult indeed to point to a greater waste of time and mental ability in the entire educational field than that which is caused thru the teaching of our utterly indefensible orthography. The general adoption and teaching of amended spelling, facilitating the learning to read and spell, would bring in its train a saving of time and mental power which could be devoted to other branches, and this would mean an enrichment of the public-school course of instruction. . . .

"Your committee heartily endorses the ten rules adopted and recommended by the American and the British Philological associations, but for prudential reasons limits its recommendations at this time to those mentioned below, fearing that prejudice, lack of knowledge of the subject and of the reasons for the change, and the general innate resistance to change from long established usage, aroused by such sweeping changes, would prevent the general adoption of amended spelling, and thus retard rather than promote the end in view."

The recommendations mentioned below are "(1) the dropping of the

final *e* in words in which it does not serve to lengthen the preceding vowel, but rather tends to mislead the learner (*hav, ar, definit, amiabl, &c.*); (2) the substitution of *f* for *ph* and *gh* where the digraphs represent the sound of *f* (*geografy, enuf, &c.*); and (3) the dropping of *gh* in all words in which this digraph is silent (*thot, bou, &c.*). We should add that the new spellings adopted last year were the following: *Program, tho, altho, thoro, thoro fare, thru, thruout, catalog, prolog, decalog, demagog, pedagog.*

The experiment of the University of Chicago in establishing a special college for teachers and others unable by reason of their engagements to attend the regular classes of the University has met with considerable success. There are already more than 300 students, almost all teachers, of whom 91 are studying natural science, 82 pedagogy, 72 English literature, 37 English history, 28 social and political science, 27 classics, 22 modern languages, and the rest mathematics, &c. But, though the college is intended primarily for teachers, it is in no sense a normal school—as the Dean has pointed out. “We are following in this college,” he says, “exactly the same ends and purposes which we follow in other colleges of the University; our object is a scientific, a cultural and disciplinary, and not primarily a pedagogical, one. We may even go further, and say that we shall not adapt the material of our college and University courses to the wants of the teacher as a teacher. That is, we shall make no attempt to prepare the subject-matter in such a way that she can utilize it for immediate work in the schoolroom. We shall not undertake to prepare a sort of mental map which she can administer to the infants and youths entrusted to her charge; but we shall present the subject-matter of the sciences in question exactly as we present it to other college and University students. The college, therefore, being an institution with college aims and college ideals, not primarily pedagogical, will be of interest to all classes in the community who desire to benefit by liberal and disciplinary courses in the arts and sciences.”

Chicago remains a pioneer. The “ergograph”—a machine for testing fatigue—is already at work there. The ergograph, we read, “consists of a drum actuated by clockwork, upon which is placed a record slip of paper; on this slip records are made by two pointers, one marking seconds, and the other recording the movements of the subject. The child under examination has his left hand fastened to a board, and to the middle finger of the hand a wire is attached, connected with the second pointer mentioned above, and also connected with a weight by a thread running over a pulley. The child draws in his finger, raising the weight, and causing a record line to be made across the paper. If he is in a normally healthy condition, and not over-fatigued, the record will consist of a series of marks making a set of regular saw teeth across the drum. They will be intersected at regular intervals by the seconds’ marks. If, however, the child is fatigued, the points of maximum vibration of the pointer soon become irregular; and, if the child is nervously worn out, the whole path of the pointer will be jerky. By means of these records it is hoped that the period of the day when children are best able to stand fatigue may be determined; also at what periods of life they are most subject to fatigue, and what exercise and study various children are best able to take without overworking or becoming nervous. It has been noticed already that the children who were pointed out by teachers as nervous, hard to control, and unable to work steadily, were unable to control their fingers and produced ergographs with wavy and irregular lines. And, on the contrary, children who were steady and strong produced clean-cut, decisive records.”

While the ergograph has been marking its records in Chicago, an enthusiastic scientist in Denver has been studying the influence of the weather upon the temper of children. The method adopted was to compare the records of corporal punishments inflicted in the public schools for the last fourteen years with the meteorological observations of the Weather Bureau for corresponding days.

The conclusions—which the enthusiast himself discounts, and offers only for what they are worth—are stated as follows:—“(1) The time of year seems to have very little effect upon the occurrence of misdemeanors. (2) An excessive movement of the wind is accompanied by a very marked increase in their number; on very windy days (350 to 500 miles total movement) the number as tabulated being five times the normal. (3) An excess occurred when the temperature was moderate or low. (4) Low humidities have a most marked effect, those below 30 having been accompanied by seven times the normal number of misdemeanors. (5) Barometric abnormalities seem to have affected the numbers very little or not at all. (6) On ‘clear’ days the numbers were more than on those of other character. (7) Precipitation seems to have little or no effect. (8) Certain combinations of abnormal conditions seem to mutually increase each other’s ordinary effects, and certain others to retard them.”

We confess that these results, though arrived at with much labour, and presented with all the dignity of charts and diagrams, strike us as disappointing. As Lowell tells us,

“Often in the sunniest July weather
My inward soul points east for weeks together.”

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THE VICE-PRESIDENT OF THE COUNCIL.

THE recent attack in Parliament upon the present Vice-President of the Council, duly echoed in certain sections of the public press, has revealed such a depth of ignorance as regards the position, responsibility, and powers of that official, that it seems well to examine the question in its historical and legal bearings, apart from any personal matters affecting Sir John Gorst or any of his predecessors.

The office of Vice-President of the Council was instituted by an Order in Council in 1856, and immediately after a Bill was passed making the office permanent. It is this Bill which is repealed in the Schedule of the Board of Education Bill of the present Session, so that (as Sir J. Gorst's position is secured by the Bill), presuming the present Government go out of office in the spring of 1902, the office will have lasted forty-six years. The Minute constituting the office ostensibly deals with the Lord President, and says: "The Education Department shall be under the Lord President, who is to be assisted by the Vice-President, who shall act under his direction, and for him in his absence." Now the Lord President has always been a Cabinet Minister and a peer, and, generally, one of the most powerful members of the Government. The Vice-President, as a rule, has been a person of much less political importance. On two occasions only has the Vice-President been in the Cabinet, and on both a Liberal Government has been in office; speaking generally, the Liberal Vice-Presidents have been much nearer Cabinet rank than those appointed by Conservative Premiers. This is strictly in accordance with the position which matters educational occupy in the programme of the two political parties. Both are supremely indifferent to the real interests of education. The Liberals, however, write it large, and talk much of educational progress and reform, because they regard these cries as useful aids to the Disestablishment movement. The Conservatives, on the other hand, keep the question in the background, so that attention may not be drawn to those administrative devices designed to strengthen the interests likely to be attacked by their Liberal successors. Hence, while the Lord President is necessarily with a Conservative Government a person of the highest consideration and above suspicion, the Vice-President is kept strictly subordinate, and, if possible, carefully muzzled: for the debateable questions are certain to come up in the Commons, and not in the Lords.

In 1884 dissatisfaction was expressed in the House of Commons at this dual control, and a Select Committee was appointed to consider "how the Ministerial responsibility may be best secured." The Right Hon. Hugh Childers, Chancellor of the Exchequer, was chairman, and among the members were Sir J. Lubbock, Sir Lyon Playfair, Mr. Herbert Gladstone, Mr. Samuel Morley, and Mr. Jesse Collings. This Committee, by the way, provided the text for the present Board of Education Bill. It recommended that "a Board of Education should be constituted, with a President, who should be the real as well as nominal Minister"; also that the Minister should have the assistance of a Parliamentary Secretary able to sit in either House of Parliament. Further, it was advised that the Minister should have "full authority to call upon governing bodies of endowed schools, and even of the great public schools, to furnish him with such reports and information as he may require," and that, except in the case of the public schools, he "should direct any inquiries or inspection." Fifteen years have elapsed before this has been brought within the range of practical politics; how long before we see the consummation of the full desires of the Royal Commission?

The evidence given before this Committee brought out clearly the theories of the two parties as to the Vice-Presidency. Lord Ripon, as President, said to Mr. W. E. Forster (not then, but afterwards, in the Cabinet) on his appointment: "Remember, I shall always treat you as a colleague." Lord Carlingford, who succeeded Lord Ripon as Lord President in Mr. Gladstone's Government, said that "the Ministry of Education was in a sort of commission between himself and the Vice-President." Contrast this with Conservative customs. The Duke of Richmond said: "I am the Minister of Education. I look upon the Vice-President as an Under-Secretary, and in no other light"—this, although Lord George Hamilton was then Vice-President. The latter pointed out: "The Duke is a near relative of mine, and very considerate"; but, "if I had to deal with a Lord President who was determined to act upon the position which the law gives him, the position of Vice-President would have been absolutely untenable." He further described the position of Vice-President as a "not very pleasant one."

Lord Cranbrook, again, in the hearing of the present writer, described himself as "the Minister of Primary Education," and sometimes received deputations without the presence of Sir W. Hart-Dyke. From the same personal knowledge, it may be recorded that both Mr. Mundella and Mr. Acland took the opposite view, and settled matters of high policy without reference to the Lord President. An equal conflict of opinion showed itself upon the important questions of patronage and of the desirability or otherwise of education having a representative in the Cabinet. Generally it may be said that Conservative Presidents kept all patronage in their own hands, and never even consulted their Vice-Presidents, and that they did not think education important enough business for a Cabinet Minister; while the opposite has been the case with the Liberals.

The permanent officials gave details of the duties of their two chiefs and of the legal powers of each. They made it plain that the Conservative idea was that intended by Parliament, while the popular view of the Vice-President, since much strengthened by Mr. Acland's "usurpation," was a mistake. The Vice-President was intended to be the head of the Office, very much like the paid Deputy-Chairman of the London County Council. In administration all-powerful, supervising the routine work and controlling the officers; yet in legislation, in all matters of the *haute politique*, he has no more power than the Permanent Secretary. If a question is to be asked in Parliament, or a matter is likely to be the subject of a motion for adjournment, he must consult his chief, and can be overruled by him. Once a matter comes within the range of party politics he is impotent, and all the Cabinet are his superiors—the "Committee of Council" becomes a reality. But in administering the present law, in working for all they are worth the forms of his Department, he is free and unchecked. In short, Education Bills belong to the Lord President; Clause VII. is the sphere of the Vice-President. If writers in the *Speaker* or the *Schoolmaster* would acquaint themselves with these simple facts, set out in dull Blue-books, they might be able to review the doings of the present Administration with truth, even if their comments lacked the spice of party malevolence.

M.

REVIEWS AND MINOR NOTICES.

New Methods in Education: Art, Real Manual Training, Nature Study. Explaining processes whereby hand, eye, and mind are educated by means that conserve vitality and develop a union of thought and action. By J. LIBERTY TADD, Director of the Public School of Industrial Art, &c., Philadelphia. With a Wealth of Illustration. (14s. net. Sampson Low, Marston, & Co.)

The teaching of drawing has recently won its freedom. The Science and Art Department no longer controls the drawing in Board schools. It never attempted to correlate drawing and school subjects, but rather to separate them. That drawing should be a means of expression, not mere imitation of printed copies or objects, that it should develop manual power and educate generally, were conceptions foreign to it. The New Alternative Syllabus introduced new aims, methods, and materials; the Education Department assumed responsibility for drawing and granted freedom, even to the making of new schemes. For this, knowledge of principles is needed; but the principles of our art, elementary, and secondary schools are not easy to find.

At this crisis Mr. J. Liberty Tadd's "New Methods in Education" should be useful. Its purpose is to help inquirers, to suggest new methods based on definite principles. These are not entirely new in this country; the Alternative Syllabus introduced them to elementary schools and to craft schools several years since. For years Mr. J. Liberty Tadd has been teaching drawing and directing art instruction in Philadelphia. These are results of his experiments. The methods, materials, models, and manipulation of tradition; its dead copies, plaster-casts, models of abstract form and perspective, are all swept away, with the principles belonging thereto. Drawing is not a mere imitative art, but a means of expression, of education in its true sense. "By drawing," he says, "I mean the vital union of thought and action that gives definite expression to individual thought through the hand." Knowledge is essential; therefore drawing is related to science; while manual skill relates it to all handicraft. "The book is primarily a protest against present methods of education," for they do "not develop the best potentialities in man's nature." "Children are told too much; they do not work out truths for themselves." We trust to books; but nature, experience, and direct contact with living form is needed. "I have never found a teacher," he says, "educated by book-methods able to draw."

The special characteristics of his system are: (1) The use of both hands; (2) correlation of mind and body; (3) memory drawing; (4) rotation of classes. On "ambidexterity" great emphasis is laid, mainly for its physiological and educational value. "The right hand exercises the left side of the brain, the left hand the right side. If both are used, a better mental fabric results." Yet, he says, students do not sketch or paint with the left hand. Ambidexterity has limits even in Philadelphia.

To develop and correlate mind, eyes, and hands, exercises with chalk and blackboard, using the whole arm, similar to those of the New Syllabus, are given.

Memory drawing most teachers now value, but not enough yet. In America blackboards are taken into the fields and farmyards; living things as they live and move at home are drawn. This kind of memory-drawing is very valuable. "Only the most stupid people think the living form must pose to enable the student to grasp its shape." At first these life-studies will be bad. "Don't expect likeness from little children," he says, quite sensibly; accuracy only we insist on, regardless of the child's nature; we give geometrical figures, not living things, and require imitation only—not knowledge.

To know form it must be made. Every child should use various materials, and have manual training; hands should be made skilful before they use tools; therefore, all draw, design, model in clay, and carve wood. This is the "rotation of classes."

Extravagant claims are made for narrow, mechanical methods—"paper cutting and folding, with Sloyd, are but slightly educational." Wood-carving with us, wherever taught, usually separates designing from carving. Our school systematically divides thought from expression. In Philadelphia, drawing, design, modelling, and carving is the rule, for girls as for boys,

for all ages and all classes ; no one is excepted ; thought and act are united.

Form, light and shade, are learned by modelling. Of colour little is said—"pupils should be allowed to use it." Brush-work is just mentioned ; it is evidently unknown. Drawing as manual training, with chalk and blackboard, dominates and limits the work. Two kinds of drawing are recognized—this and drawing from Nature. Where, then, is drawing as a means of expression ? In some important directions it is not attempted.

Mr. J. Liberty Tadd seems to hold notions of design opposed to his principles, but it is difficult to know exactly what he holds. By a kind of mental ambidexterity, he supports opposite views, and gives contradictory advice—this is sometimes unavoidable ; what is right for the student may be wrong for the child. "Do not allow any ruling of construction lines or measurement" (page 88). "In some cases I allow ruler to make slight lines and mark out size . . . It is a question of individual judgment" (page 133), or "Abolish construction lines from the beginning" (page 38). "Never allow outline first ; begin with ribs of leaves." Of design he says : "Simple design must begin at the start" ; next, "Nature is the best designer," copy her ; then, the old styles and units must be first assimilated before the pupil can design. The Greek and Moresque units, on which most of his pupils' designs are based, were not found in Nature outside us, but were invented by man. The powers exist still. "Education should bring out latent powers," he says. That the study of dead and past art is not needed Whitechapel and Bermondsey Board-school boys have proved. The child is part of Nature, the best designer. Mr. Tadd protests rightly against those who mislead teachers by wrong methods of child-study ; who "make trifling experiments, while evident applications are neglected which lead to golden fruit." But he forgets the child, his own educational principles, and the aim of his book.

The book begins with protests against telling ; but the right method of educating without telling is not made clear. Apparently telling is the rule all through, and, after two hundred pages, first principles and protests are forgotten. "I cannot resist, when talking to my class, to interject a stream of facts and fancies about the form." "Hitch on to your lesson as many facts as possible." To show how ideas germinate and how to "encourage" the child to express itself is needed. From its own scribble, form and manual training ; from its own designs—made without rules—the principles of design may be evolved, without telling. Are not those for whom the book is written told too much ? The clue given, should they not work it out for themselves ? The book seems to condemn its author. One thing might have been told : how "to infect the child with the almighty energy of Nature." We would know that.

The school, and all therein, is in a state of transition. Till it finds rest on educational principles, works like this help to bring reform and correlation nearer, even if incomplete. The work is a valuable, a unique, contribution to a great question which is being discussed everywhere. But few will complain that they are "told too much." There is truly "a wealth of illustration."

History of the City of Rome in the Middle Ages. By FERDINAND GREGOROVIVS. Translated by ANNIE HAMILTON. Vol. VI., Parts I. and II. (Bell.)

These two parts of Mrs. Hamilton's excellent translation give us the history of Rome during the captivity at Avignon and the schism in the Papacy. In the first part Gregorovius introduces his account of the Italian expedition of Henry VII. by some valuable remarks on Dante's "De Monarchia," "the work, not of a statesman, but of a philosophical thinker." The coming of the Emperor at a time when the Papacy was in exile seemed a favourable opportunity for the fulfilment of Dante's hopes. Unfortunately, Henry was forced to become the head of the party and to employ the arms of faction. The chief interest in the struggle between John XXII. and Lewis the Bavarian lies in the alliance between the Ghibelline claims and the tenets of the schismatical Franciscans. These ardent monarchists attacked the sacerdotal hierarchy with a boldness which gave a new direction to thought, and, finally, led to the overthrow of the unity of the Catholic Church. Lewis, who made use of the monastic dispute to weaken the Pope, and brought an accusation of heresy against him, found allies in the Romans, for, though they did not care a straw about the dogma of the poverty of

Christ, they were indignant at the Pope's absence from the city. The quarrel between the Emperor and the Pope assumed a new aspect. In earlier times the Popes had made common cause with the Roman democracy against the Emperors. Lewis, in his struggle with Pope John, "appealed to the democratic principle of the majesty of the Roman people" ; he received the imperial crown as their gift, and restored to them the right of papal election. Deserted by the Pope, Rome was wasted by civil war, and the condition of the city was so miserable that there was little to tempt a Pope to return from Avignon. In the midst of the general disorder and wretchedness, the Capitol was made the scene of the coronation of Petrarch. The somewhat puerile ceremony had momentous results ; it recalled to men's minds the ancient dignity of the city, and awoke an enthusiasm for its past, which attained its fullest expression in Cola di Rienzo, and prepared the way for the acceptance of his ideas. His strange career is told at length by Gregorovius, and the story, interesting in itself as it must ever be, gains fresh interest from the historian's treatment of the character of the tribune, the causes of his success and failure, and his relation to the thoughts of his time.

One permanent result of the resolution brought about by Cola di Rienzo was the destruction of the power of the civic nobility, which was completed by the energy of Albornoz. In consequence of the cardinal's advice, Innocent VI. sent a foreign senator to Rome, the first of a long line, and besides this representative of the Pope the citizens elected a Council of seven *Reformatores*, with functions and authority similar to those of the Florentine priors. This Council gave the people the virtual sovereignty of the city, and reduced the civic nobles to the position of provincial barons. The work of Albornoz in forcing obedience on the State of the Church made it possible for Urban V. to return to Rome. His return was, it is pointed out here, forced upon him by the insecurity of Avignon from English attack, by the wretched condition of France, and above all by the damage which the long absence of the Popes from Rome was bringing on the Papacy. No longer sheltered by the mysterious majesty of the Holy City, the papal pretensions were "exposed to the critical inquiry of the West." Urban's stay in Rome was short ; he had no mind to make a martyr of himself, and gladly went back to his beloved France. His successor, Gregory XI., found that, if he remained at Avignon, the State of the Church and all temporal authority in Italy would be lost. The political crisis had, Gregorovius remarks, more power to move him than the prophecies of the Swedish St. Bridget or the exhortations of St. Catharine of Siena, and he restored the Papacy to Rome. In the schism which began shortly after his death the city was so thoroughly devoted to Urban VI., "the representative of the national Roman Papacy," that it was said that never before had it been so obedient to a Pope. Under Boniface IX. the Romans were by no means so satisfied. The Pope was strengthened by his alliance with Ladislaus of Naples ; he was a man of energy and determined character, as well as of blameless life, and he set himself to overthrow the popular Government. The fear of the Romans lest he should desert the city enabled him to force conditions upon them which they would not otherwise have accepted, and he made himself master of Rome. Yet, successful as he was in his temporal rule, he plunged the Church "into infinite disorder" by his rapacity, and inflicted lasting injury upon it, for the abuses which he encouraged helped to destroy the respect of Christendom for the papal authority. The narrative ends with the election of Martin V. by the Council of Constance, a memorable breach of the hierarchical system of election. A chapter is added containing an interesting survey of the state of Italian culture in the fourteenth century and of the material and intellectual condition of Rome.

"Cambridge Historical Series."—*Spain, its Greatness and Decay* (1479-1788). By MARTIN A. S. HUME, Editor of the Calendars of Spanish State Papers, &c. With an Introduction by EDWARD ARMSTRONG, Fellow of Queen's College, Oxford. (Cambridge University Press.)

It is a pity that the editor of this series has chosen to make this book a composite production. A book is more readable when it is the work of one author ; and, in the case of an author so well qualified to deal with Spanish history as Major Martin Hume, it is difficult to understand why about a quarter of this volume should have been written by another. Not that we have anything to complain of in Mr. Armstrong's

portion of the volume, which, after a short sketch of the rule of Ferdinand and Isabella, deals at some length with the reign of Charles I. (or V.) in Spain. He writes with abundant knowledge, though without literary grace, and the matter of his chapters is well worth the effort required to assimilate it. His remarks, for example, on the effect that the defeat of the Comuneros had upon the character of the Cortes by throwing the representation of the towns, along with municipal office, into the hands of the lesser gentry, are excellent. Major Hume's own work, which begins with the accession of Philip II. and goes down to the death of Charles III., leaves nothing to be desired either in matter or manner. The title that he has chosen for it is not appropriate, for the eighteenth century was not a period of decay in Spain. The country, as he points out, gained much by the accession of the Bourbon dynasty. Though the ambition of Elizabeth Farnese caused a heavy drain on its resources, her persistence and energy raised it once again to "a leading place in the councils of the world"; and the reign of Philip V., in spite of the king's indolence and attacks of imbecility, was a time of material as well as intellectual progress. Under Ferdinand VI. the country became actually prosperous, and under the enlightened rule of Charles III., whose desires for the welfare of his people were carried out by his great ministers Floridablanca, Ensenada, and Aranda, the reorganization of finance and other administrative reforms did much to repair the mischief caused by the folly and selfishness of earlier sovereigns.

In his account of the reign of Philip II. Major Hume shows how consistently Philip followed his father's policy in bringing the Church in Spain into subjection to the Crown, and the use that he made of the Inquisition for that purpose. It was in vain that the Spanish bishops tried to take advantage of the Council of Trent as an opportunity for bringing the Inquisition under Papal control. Philip insisted that the Council should abstain from any interference with his sovereign rights, and though Pius IV. withstood him manfully, and even gained some advantage over him in the Council, he remained absolute master in Spain. He was to the last popular with the Spaniards, who liked his solemn manners. Yet his reign brought much misery upon them. For this he was, of course, partly responsible, but, as Major Hume observes, the disastrous condition in which he left the country was mainly due to a system of maladministration and financial oppression established before his reign, and too firmly rooted to be eradicated by a king of his narrow training and dull intellect. The fiscal policy of the Austrian kings was enough of itself to ruin any country. Under Philip IV. meat, wine, and other like articles were taxed to one-eighth of their value, a duty of 14 per cent. on all sales had to be paid to the Crown, the first floor of every house was held to belong to the king and had to be redeemed at its full value. While all classes were ruined, the treasury was reduced to bankruptcy by the speculation of a horde of useless officials. In the reign of Charles the Bewitched the king's horses were starving in their stalls, the ladies of the royal household were kept short of food, there were no ships to carry on, or protect, trade, nearly all manufacture had ceased, and the labourers were too few to cultivate the land; taxation and oppression had driven the agricultural classes into the towns, and they either starved there or emigrated. Major Hume's interesting notices of the internal condition of Spain must not lead us to pass by his treatment of its political history. He has cleverly managed to give a sufficient, and, indeed, in some cases, a remarkably good, account of the place filled by Spain in the politics of Europe, without being drawn into a general narrative of wars and alliances in which it played only a subsidiary part.

The New Science and Art of Arithmetic for the use of Schools
By A. SONNENSCHNEIN and H. A. NESBITT, M.A. (Price 4s. 6d. Sonnenschein.)

The authors explain that the present book is a modification of the work originally published in 1870. They have endeavoured to bring it up to date, and, in their preface, they point out the more important changes which have been introduced. If we confine this notice to defects which have been allowed to remain, it will, we hope, be understood that we do not undervalue the good already done by the earlier edition. But the fact is that the authors have not succeeded in shaking themselves free from obsolete methods, and thus their work

can no longer be regarded as occupying a place in the front rank of arithmetical text-books.

The most important point in which they have failed to advance with the times is the construction of the type-examples. There are, of course, cases in which, for rapidity of calculation, the logical arrangement of the work may be conveniently departed from. But where no advantage of this kind is to be gained the logical order should be adhered to. On page 182, for example, the following is the method given for reducing $\frac{4177}{112}$ to its lowest terms:—

$$\frac{4177}{112} = \frac{4177}{112} = \frac{4177}{112} = \frac{4177}{112} = \frac{4177}{112} = \frac{4177}{112} = \frac{4177}{112} = \frac{4177}{112} = \frac{4177}{112} = \frac{4177}{112}$$

Nothing is gained by this artificial arrangement; a far better one being:

$$\frac{4177}{112} = \frac{4177}{112} = \frac{4177}{112} = \frac{4177}{112} = \frac{4177}{112} = \frac{4177}{112} = \frac{4177}{112} = \frac{4177}{112} = \frac{4177}{112} = \frac{4177}{112}$$

In many cases cancelling marks may be dispensed with altogether, and their unnecessary use should be discouraged. The authors adhere, however, to the old-fashioned plan. On page 209 an example by unitary methods concludes thus:

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Ans.—20 articles.

Now, in this case all the cancelling can be done mentally, and the written work should stand:

£28, or 560s., buy $\frac{4}{11}$ of 11 articles
= $\frac{4}{11} \times 560$
= 20 articles.

The clumsiness of these methods is perhaps best shown by the simplification (on page 359) of

$$\frac{4 \cdot 285714 \times 1 \cdot 054 \times 6 \cdot 125}{2 \cdot 72 \times 1 \cdot 083 \times 2 \cdot 8}$$

which begins thus:

$$\frac{4 \cdot 285714 \times 1 \cdot 054 \times 6 \cdot 125}{2 \cdot 72 \times 1 \cdot 083 \times 2 \cdot 8} = \frac{4 \cdot 285714 \times 1 \cdot 054 \times 6 \cdot 125}{2 \cdot 72 \times 1 \cdot 083 \times 2 \cdot 8}$$

Lastly, though many other examples might be quoted, here is one given to illustrate the use of Chain Rule (pages 255–256):

How many pounds sterling must be paid for 32830 francs, if 35 francs are worth 9 roubles, $4\frac{1}{2}$ Austrian florins = $8\frac{1}{10}$ marks, 3 roubles = 5 Austrian florins, and £1 = $20\frac{1}{10}$ marks?

$$\begin{array}{r} x \\ 28 \\ 3 \\ 4\frac{1}{2} \\ 20\frac{1}{10} \\ 10 \\ 27 \\ 7 \\ 7 \\ 67 \end{array} \quad \begin{array}{r} 32830 \\ 9 \\ 8 \\ 8\frac{1}{10} \\ 1 \\ 8\frac{1}{10} \\ 5 \\ 10 \\ 3 \\ 27 \\ 8690 \\ 870 \\ 10 \end{array}$$

5 × 27 × 10 = 1350.
Ans.—£1350.

"Foreign Statesmen."—Cavour. By the Countess EVELYN MARTINENGO CESARESCO. ($7\frac{1}{2} \times 5$ in., pp. viii., 222; price 2s. 6d. Macmillan.)

As our readers will remember, the volumes of this series are meant to correspond in form, size, and scope with those of that excellent series, "Twelve English Statesmen." Half-a-dozen volumes have already appeared, and the Countess Cesaresco has now given us her interesting account of the aims and doings of one of the greatest of the makers of Italy, Cavour. The book is written with sympathy and full knowledge of its subject. The narrative is temperate and clear. Extenuating nought and

setting down nought in malice, it gives a brief history of what Cavour did and how he did it; rather than a disquisition on the Italian movement and what it suggests. And in the course of the story, by sundry touches here and there, we are enabled to form a fairly adequate picture of what the great liberator and unionist was like in person, manner, and mind.

Cavour was a fervent admirer of England and of the English constitution; and it was in no small measure due to him and his strong aversion to cloak-and-dagger methods that English sympathy became so strongly enlisted on behalf of Italian unity. He preferred to work by constitutional methods, though at times, rightly or wrongly, he boldly set aside the constitution when he thought the occasion demanded it. Into the justifiableness of these acts the Countess does not attempt to go deeply. She very properly points out that, before we can come to a sound judgment, on the subject we must consider the details of each act, and the exigencies and possibilities of each occasion, much more closely than her space allows her to do. She does not, however, conceal the fact that her own feeling is that there were times when, to effect a great right, Cavour did not hesitate to do a little wrong. But, when all is said and done, history tells us of but few men who have loved their country with such singleness of heart and such strength and enlightenment of purpose. He literally wore his life out in effecting Italian unity, and died at the comparatively early age of fifty-one.

The dealings of Cavour with Napoleon III., which eventually led to the rending of Nice and Savoy from the kingdom of Sardinia, are set forth with simplicity and moderation, and the reader is allowed to see the main features of the policies which influenced both parties. Those were dark and trying times for Cavour, and he did not come out of them quite as satisfactorily as it now seems it was possible for him to have done. However, it is easy to be wise after the event; and the fact remains that there was no other Italian then alive who could have done half as well as he; and also that, in the end, he was successful.

Personally, we should have liked a rather fuller account of Cavour's political views, taken from his essays of 1843-46, and, later, from his speeches. It would have been valuable, as revealing more clearly the attitude of the man's mind; as, for instance, it does in the case quoted from the essays of his views on the union of the English and Irish Parliaments. The thing in itself being good, he does not very much care to condemn the means used by Pitt to effect it, though he is severe enough on those who received bribes. However, we quite see that a fuller reference to these essays and the speeches was not very easy. The only faults we have to find with this excellent little book are that here and there a more generous insertion of dates would have greatly helped the reader, and that there is no index.

"University Extension Manuals."—*A Short History of Astronomy*. By ARTHUR BERRY, M.A., Fellow and Assistant Tutor of King's College, Cambridge. (7¼ x 5 in., pp. 440; price 6s. Murray.)

The author's object is to give an outline of the subject intelligible "to a reader who has no special knowledge of either astronomy or mathematics." With only a passing reference to the Egyptians, Chaldeans, and Chinese, he sketches the history, in admirably clear and simple language, from the time of the Greeks down to the present day. Short biographies of the greatest astronomers, and portraits of eight of them, add much to the interest of the book. The magnificent Tycho Brahe, the illustrious Galilei (as Mr. Berry prefers to call him), Newton (pronounced by Lagrange, his brilliant successor, to be "the greatest genius that ever existed"), the indefatigable Herschel, Kepler, Halley, Bradley, Laplace, and many others are brought so clearly before the reader that he cannot refuse his admiration to these intellectual giants.

Referring to the not uncommon belief that the reform in methods of scientific discovery, which took place during the seventeenth century, was due to Francis Bacon, Mr. Berry says:

The value of Bacon's theory of scientific discovery is very differently estimated by different critics, but there can be no question of the singular ill-success which attended his attempts to apply it in particular cases; and it may fairly be questioned whether the scientific methods constantly referred to incidentally by Galilei, and brilliantly exemplified by his practice, do not really contain a large part of what is valuable

in the Baconian philosophy of science, while, at the same time, avoiding some of its errors.

Our author shows that Galilei frequently protested "against the current method of dealing with scientific questions by the interpretation of passages in Aristotle, Ptolemy, or other writers," and constantly insisted "on the necessity of appealing directly to actual observation of facts."

But, while thus agreeing with Bacon in these essential points, he differed from him in the recognition of the importance, both of deducing new results from established ones by mathematical or other processes of exact reasoning, and of using such deductions, when compared with fresh experimental results, as a means of verifying hypotheses provisionally adopted. This method of proof, which lies at the base of nearly all important scientific discovery, can hardly be described better than by Galilei's own statement of it, as applied to a particular case: "Let us, therefore, take this at present as a *Postulatum*, the truth whereof we shall afterwards find established, when we shall see other conclusions built upon this *Hypothesis*, to answer and most exactly to agree with Experience."

As we have pointed out, Galileo Galilei is always called *Galilei* by the author instead of *Galileo*. He also persistently uses the spelling *Copernicus*, instead of the more usual *Copernicus*, on the ground that, although the astronomer himself used both spellings, he made use of the latter much less frequently than the former. Mr. Berry is, no doubt, strictly accurate, but we hardly think it was worth while, in either case, to depart from the name so long and so generally accepted.

The book is very well illustrated. There are more than a hundred illustrations, including most interesting reproductions from the works of Tycho Brahe, Galileo, and others, and photographs of sun-spots and spectra taken quite recently. A very good list of authorities is added, for the use of those whose appetite has been sufficiently whetted to make them wish to pursue the subject further. There can be no doubt that the author has successfully accomplished his object. His book will be very useful for the class of readers he contemplated, and for all who are interested in the subject.

Cornelius Nepos. Vol. I., *Greek Lives*. By H. WILKINSON. ("Macmillan's Elementary Classics.")

Nepos is a dull author; but the choice in Latin prose for beginners is limited, and, if "cooked" extracts are barred, it is hard to suggest a better. Mr. Wilkinson has provided a full vocabulary and an excellent historical introduction. His notes are rather scanty, and real difficulties are passed over. Thus, in the first life, Miltiades, page 1, line 19, *id* needs explanation (in the previous line *insula* is a misprint for *insule*); page 2, line 13, *eorum qui miserant . . . illorum quibus erat profectus*, why the different pronouns? Line 19, *se enim domum*; we wager that not one beginner in a hundred will make out the construction without assistance.

(1) *Scenes of Child Life in Colloquial French*. By Mrs. J. G. FRAZER. (2) *Scenes of Familiar Life in Colloquial French*. By the same Author. (1s. 6d. each. Macmillan.)

(1) The first of these books depicts, in colloquial form, the daily life of a small French boy of five. The following extracts will best give an idea of its contents:—

"*Madame de Grand'maison*: 'Ah! voici Bébé. Quel amour d'enfant! Venez m'embrasser, mon chéri.' *Bébé*: 'Non, je n'embrasse pas les dames; je suis grand maintenant.' *Madame de Bot!*: 'Vous êtes grand pour votre âge, mais vous êtes encore bien jeune. Tenez, embrassez-moi quand-même.' *Bébé*: 'Si mon papa était ici, est-ce qu'il vous embrasserait?' &c. Or again—" *Bébé*: 'Que fait-on au ciel? est-ce qu'on s'amuse au ciel?' *La Grand'maman*: 'On est très heureux au ciel.' *Bébé*: 'Est-ce que les anges jouent à la toupie avec les enfants du ciel?'" A vocabulary is added to each chapter.

(2) The "Scenes of Familiar Life" are for older pupils. "In making the scenes short and easy to act, requiring the slightest of dramatic background and the minimum of performers, I entertain some hope that they will find their way from the schoolroom into the drawing-room." They are carefully graded and brightly written. The book has already been twice reprinted, and has therefore successfully stood the test of experience.

Both books are illustrated, and the persons depicted are French, and not, as is sometimes the case in our French school books, English or German. Print and binding are good.

"Siepmann's French Series."—(1) *Mon Oncle et mon Curé*. By JEAN DE LA BRÈTE; edited by E. C. GOLDBERG, M.A. (2s. 6d.) (2) *Petites Amies*. By EMILE POUVILLON; edited by S. BARLET. (2s. Macmillan.)

Both these books are classed among Mr. Siepmann's advanced Readers. "Mon Oncle et mon Curé" is already well known in England. It is well and brightly written, and would more especially be

appreciated in the upper forms of girls' schools. The notes are well done, but it is to be feared that the philological comments will receive scant attention either from master or boys. We doubt whether "Petites Ames" will hold its own among our French Readers for schools. The stories, some of them dealing with school life, are good in their way, but hardly likely to arrest the attention of schoolboys. Many of the notes are superfluous. A passing reference to the *casquette* of *filis Bovary* provokes a long note on Flaubert, in which, however, the allusion to the *casquette* is left unexplained. We notice also the familiar error which makes *bachelier* = B.A., and *licencié* = M.A. The general editors are responsible for the appendices, of which there are three in each book: (1) Lists of words and phrases which are translations of words and phrases in the text. They are for oral practice. Ex.: *the cap—the eyebrows—with his hair cropped.* (2) Sentences on syntax and idioms based upon the text, also for *viva voce* practice. (3) Passages for translation into French based upon the text. The words and phrases in (1) will, no doubt, be readily learnt, but the question is—How long will they be remembered when taught in this way? As to the retranslation exercises, the only difference between them and the exercises in the ordinary prose books is that the pupil goes for his vocabulary to the text and not to the dictionary; and, unless the vocabulary has been previously learnt, he generally prefers the dictionary.

- (1) *French Commercial Correspondence*. Preliminary Course. By LADISLAS SOLEIL. (3s. 6d. Kegan Paul.) (2) *The Junior Student's Vade Mecum to his Studies in French*. (1s. 6d. or 10d. Manchester Clerical, Medical, & Scholastic Assoc.) (3) *Etude Méthodique et Gradée des Sons de la Langue Française*. By A. A. ROLAND and A. WALTON FULLER. (Manchester: Galt & Co.) (4) *Elementary Object Lessons in French*. Book I. By ALEC CRAN, M.A. (1s. 6d. Nelson.)

(1) We have already criticized the method of the Intermediate Course in the March number of the *Journal*. The method employed in this book is the same. In his preface, M. Soleil remarks that "there is no reason why a boy should not commence his study of commercial French almost as soon as that of the grammar of the language," and complains that the study of this subject is at present "confined to the upper forms in schools." He further points out that Latin and Greek "are absolutely valueless as aids to commercial success. Yet the classical student has at his disposal easy preliminary books, which he begins to use at a comparatively early age. The future merchant, manager, and clerk have not the same advantage." If, by all this, M. Soleil means that commercial French should be taught in the lowest French classes, we think he is making a great mistake, and his proposal is, moreover, entirely contrary to the views expressed by experts in the "Report of the Sub-committee on Commercial Education" (London County Council), a document that we would recommend to his notice.

(2) The special feature of this work is a "mental gymnastic apparatus for the practice of the verb." Both in construction and form "it is unique and copyright." We have no doubt that, if the junior student were passed through this "apparatus," he would come out at the other end with a considerable knowledge of the French verbs and their English equivalents. But is the French verb worth thirty-two closely printed pages of continuous grind? Is it necessary for the junior student to become so intimate with its details, and will the "apparatus" inspire him with anything but disgust for the French language?

(3) "Toute langue vivante doit être enseignée de façon à ce que les élèves puissent la parler. Dans ce but, la première difficulté à surmonter, ce nous semble, est l'étude approfondie des différents sons qui composent la langue."—If this book had been published in pre-phonic days, it might have passed muster. The authors, curiously enough, appear to be ignorant of the existence of the Association Phonétique Internationale and its work, and we fear this book would be roughly handled by authorities on phonetics. Only one sound is given respectively to *a, o, e*; and *ai, ais* are both made to equal *é*. Final consonants receive but scant attention, and, in sum, the work is very far from being *approfondie*.

(4) Such meagre information is given as to the method to be employed in using this book that we find it difficult to form any certain opinion as to its value. The text consists of what are called "picture lessons," short pieces of prose in descriptive or dialogue form, followed by printed conversation lessons. The vocabulary of the picture lesson is partly learnt in connexion with wall-sheets (reproduced in the text in the form of pictures), and partly by aid of the vocabulary. When this is done, the pupil will "be prepared to enter on the conversation lesson." This is based upon the picture lesson, but how it is to be conducted is not explained. Grammar rules are added—to be learnt by heart presumably—and exercises: (1) descriptions of what is on the wall-sheet, (2) answers to questions in French, (3) translation from English to French. The work is a curious mixture of the old and the new. How it would work in the class-room we cannot say, and on this point the author likewise leaves us in the dark. The printing of the conversation lessons in the pupil's text-book seems to us a mistake. Conversation should be taught orally by the teacher. Still the production of this book and similar books shows that an effort is being

made to supersede the text-books of the old type by something more rational.

French Historical Unseens. By N. E. TOKE. (Blackwood.)

Of the compiling of "Unseens" there is no end; but this seems to be a distinctly good book, in spite of its frankly utilitarian aim of helping Army pupils to pass into Sandhurst. Authors and passages are alike representative. The plan of the book is a novel one, and the author has succeeded in putting together a very satisfactory *multum in parvo* of French history and literature from the seventeenth century to the present day. The first part contains passages dealing with the principal historical events, and the second is composed of selections from the chief writers of the period. Some very useful appendices are added of the lives of the authors from whom the passages are taken. A short historical outline gathers up in a connected whole the isolated events in the historical portion, with further notes on the more important persons and events. The book is the obvious result of a great outlay in time and trouble, and, as giving a bird's-eye view of the period and its most prominent features, may be unreservedly commended.

- (1) *Boileau: L'Art Poétique*. Edited by D. NICHOL SMITH. (2) *Saintine: Picciola*. Edited by A. R. ROPES. (Pitt Press.)

(1) The first of these volumes is more a book for students of French literature than for ordinary pupils. The vast amount of allusions the "Art Poétique" contains renders it highly unsuitable for those who have not yet attained a sound knowledge of French. Personally, we are firmly persuaded that an acquaintance with the classical literature of any modern language should be the last thing to be acquired. The student should begin with contemporary authors, because their vocabulary is practically the same as that in current use. It is only when the pupil has gained a competent knowledge of a modern language in its present-day form that he can appreciate the classical savour of its acknowledged masterpieces. Boileau, then, in our opinion, is a good wine that should be left till late. Mr. Nichol Smith's introduction is particularly admirable. He brings out a point too often lost sight of—that the "Art Poétique" was essentially a polemical work, which the course of time has converted into a classic. To appreciate it at its true value, we must be able to judge of the excesses it has saved us from. On the other hand, it must be admitted that a critic who lays down that elegance is the soul of poetry merits, to a large degree, the strictures of Keats and De Musset. Such a pitiful definition is almost equivalent to saying the necktie makes the gentleman. Paradoxical as it may seem, we believe that Boileau, through the influence of the many epigrammatical lines that have passed into proverbs, has done much more positive good for French prose than for French poetry.

(2) Of Mr. Ropes's "Picciola" it is only necessary to state that he has presented us with a very scholarly edition of Joseph Xavier Boniface's *chef d'œuvre*, though disfigured here and there with too much grammatical jargon. Truly the ancient scholastic terminology dies hard; but what has a modern language student to do with "apodotes"? This furor for nomenclature had best be confined to the "classics," who seem to have inherited it as a sort of *damnosa hereditas* from the medieval schoolmen.

"Récits d'Histoire de France."—I. *Les Gaulois et les Francs*. Par F. B. KIRKMAN et J. M. A. PÉCONTAL. (Price 1s. 3d. net. Black.)

Thanks to the collaboration of an Englishman and a Frenchman, we have here the first instalment of a child's history of France adapted for English schools. The history is, as it should be, mainly narrative and biographical, nor is legend (e.g., the death of Roland) excluded. For the text and the historical illustrations we have nothing but praise. Corresponding with each section of the Reader is an oral exercise, the object of which is to show the pupil how to master the text. There is also, of course, a general vocabulary, but no notes. Instead of these there is a grammatical appendix, to which the pupil is referred by figures in the text. It is here that, by the editors' invitation, we would suggest that there is room for improvement in the succeeding volumes. To compress all the grammar demanded into three pages is a laudable endeavour, but an impossible *tour de force*. Thus, Rule 1 runs: "Notice that the indefinite article *un, une*, is generally omitted in French before a noun in apposition." We might take exception to the statement as misleading—*un* is not omitted in French, but *a* is added in English—but, apart from this, the rule does not cover such cases as "Pépin, maire du palais" (page 43). Of the non-agreement of present participles, the construction of *si*, the position of adjectives and adverbs, the use of tenses (e.g., the historical present, which abounds) not a word. Again, it is not often that we desiderate a note; but for words like *olifant, fainéant, mignon*, the vocabulary is not sufficient, and, though difficult constructions are happily rare in the text, some require to be noted. In the succeeding volumes these difficulties will obviously increase.

Manual of English Grammar and Composition. By J. C. NESFIELD, M.A. (7×4½ in., pp. 347; price 2s. 6d. Macmillan.)

This little book is divided into five parts, which deal with the following topics: (1) parsing and analysis; (2) composition: force and

propriety of diction; (3) enlargement of vocabulary: figures of speech; (4) prose and poetry; (5) history of the language. The least satisfactory of these is Part I, which is all the more to be regretted inasmuch as it contains a good deal that is helpful. Analysis, for instance, is, in many respects, more skilfully dealt with than is commonly the case in small grammars; and the parsing also has its good points, though, to our mind, it is somewhat too elaborate for the English language. It is a mistake, for instance, to speak of the nominative and objective *cases* of English nouns, seeing that these do not now exist; and there is no advantage in calling the *subject* the *nominative*. But where the author shows to least advantage is in his definitions and in the loose wording of many of his general statements. On the very first page we are told that "a sentence is a combination of words in which something is said about something else." But why "else"? Again, "the finite verb is said to be 'extended' when its meaning is increased by an adverb." But the meaning of a word is never changed or increased by an adverb; the whole statement may be extended by the addition of details, but the meaning of the predicate is not "increased," but modified and limited, by the addition of an adverb. Under the head of adjectives we are told that "the comparative denotes a higher degree of the quality"—a statement liable to be misunderstood by a young learner, for the degree is only higher *as compared with something else*, and not in absolute amount. Then as to definitions—an adjective is said to be "a word used to qualify a noun"; verbs of state are omitted; a pronoun is called "a word used instead of a noun," which is untrue, for all words used instead of nouns are not pronouns, nor does the statement apply to all pronouns, but only to demonstratives and personal pronouns of the third person. Moreover, the idea is historically inaccurate. The essential characteristic of a pronoun is not that it is a "substitute-word," but that, instead of naming, it indicates what we are speaking about by means of reference. A phrase, we are told, is a combination of words without a finite verb; but, unfortunately, the English verb is conjugated by means of *verb-phrases* formed by the help of auxiliaries. But we will not multiply instances of this looseness of statement. We like Mr. Nesfield's chapters on "punctuation" and on "the normal order of words." In the former case, however, we think that it is easier to deal with commas as going in pairs, one of which is omitted if it would fall at the beginning or the end of a sentence. So, too, there is much that is written about "clearness of diction" and "terseness of diction" which will be found both interesting and helpful; and the chapters on "the origin and growth of English" and on "borrowings" seem to us carefully done and useful. But for the faultiness of Part I we should pronounce the book a good one. Still, even as it stands, it will doubtless be found acceptable by many.

First Book in Writing English. By Prof. C. H. LEWIS.
(Price 3s. 6d. net. Macmillan.)

This simple treatise on rhetoric, which has lain too long on our shelves, has one highly commendable feature. Not only is each precept fully illustrated, but the pupil is required at each step to apply the rule he has learned. The examples, perhaps, are not varied enough; and a sharp boy will reel them off glibly one after the other, and fall into the same error in the first independent essay he writes. The chapter on the sources of the English vocabulary is a pure excrescence. What does it profit the young essayist to know that "cigar" comes to us from Spain, and "coffee" from Arabia? The grammar, too, we could well spare. There is either too much or too little of it. Such a construction as "I was afraid of the rope breaking" cannot be ruled out of court (see Sweet). In "she talks like him," is "like" an adjective? How would Mr. Lewis parse it in "I hate him like poison," or "Roses strewn in my path like mad"? Is "well," in "I feel well," an adjective? Is "I feel badly" an English phrase? Is not "he fears he will miss the boat" more natural than "shall"? Is "to list" in the sense of "to catalogue" recognized English? These questions are not intended as pin-pricks, but rather as hints for a revised edition of a very sensible and, on the whole, very sound treatise on composition.

"Macmillan's English Classics."—*Childe Harold's Pilgrimage*. Edited, with Notes and Introduction, by EDWARD E. MORRIS. (2 vols., 7 × 4¾ in., price 1s. 9d. each. Vol. I., Cantos i. and ii., pp. xxxvi., 115; Vol. II., Cantos iii. and iv., pp. xxxvi., 168. Macmillan.)

The general characteristics of this series, of which the two volumes before us are very good examples, have been so often described by us that we need not again deal with them except briefly. Briefly, then, they are abundant and sound information, and scholarly and sympathetic exposition and criticism. Literature is treated as literature—i.e., as the skilled and harmonious expression of thought and feeling. Where the series seems to us to err is in explaining more than is necessary, and in occasionally—as in the above volumes—dragging in unnecessary etymology. Derivation gives us the *original* meaning of a word, and seldom helps us as to its actual meaning in any particular instance of its use, especially in modern literature, and most especially in the case of such a writer as Byron. What we want is a comparison of instances, not a derivation. However, the fault is,

after all, not very prominent in Prof. Morris's notes, which are never too long or over-elaborate. We notice that he makes good use of Prof. James Darmesteter's excellent edition of the poem. The introduction, which is repeated in Vol. II., without being very striking, is satisfactory and helpful. The attitude of Byron's mind towards Nature and man, &c., might have been more fully made clear, and the reasons for the vogue which his poetry has so long maintained on the Continent might have been more fully brought out; but in all other respects, such as the character of the man, the quality of his poetry, &c., Prof. Morris has given us just what young students need. Two maps and a serviceable index to the Notes are provided. This edition certainly deserves to make its way into schools.

"Standard English Classics."—*The Rime of the Ancient Mariner*. Edited, with Introduction and Notes, by LINCOLN R. GIBBS, M.A. (7¼ × 5 in., pp. xxvi., 53, with Portrait; price 1s. 6d. Boston: Ginn and Co. London: E. Arnold.)

This is a tastefully got-up and well edited little book. Only just so much information and critical comment are given as are likely to promote an intelligent appreciation of the poem. The introduction is divided into three sections—a sketch of the life of Coleridge, the origin of the "Lyrical Ballads," and critical comment by well known writers. All of this is done simply and skilfully. The notes are brief and to the point, and designed to draw attention more closely to the text and not to distract it. In order to afford students an opportunity for observing Coleridge's criticism of himself, the original version (1798) of the "Rime" is added. The text in the body of the book is that of 1829. This is a simple, unpretentious, but charming, little book.

"Blackwood's School Shakespeare."—*Julius Caesar*. With Introduction, Notes, and Glossary by R. BRIMLEY JOHNSON. (7 × 4¾ in., pp. 182; price 1s. 6d. Blackwood.)

The aim of this series—an aim which, for the most part, is satisfactorily accomplished—is "to interpret the plays without indulging in elaborate literary criticism or trespassing on the domain of pure philology." The story of the play is well told so as to bring out its salient points. The introduction is succinctly written, and contains interesting matter. But it is rather an appendix than an introduction—except in the case of the section on "the moral of the play." Its contents are not wanted till the play has been studied, and no small boys are likely to be interested in questions as to its date. The "Notes on the *Dramatis Personæ*" attempt nothing in the way of characterization, but merely briefly state historical facts. Some hints might have been added to help the pupil in forming his own conception of the characters—which, of course, he should do before having recourse to the great critics. The notes to the text are commendably brief—almost too brief here and there—and do undoubtedly render the text clearer and more interesting. Variant readings and disputed interpretations are not referred to, inasmuch as they belong to more advanced study. Lastly, as archaic and unusual words—or, rather, words used in an unusual sense—are explained but once, the glossary helps us to refer to that explanation when the words occur again. The printing is clear and good. Altogether this edition seems to us very suitable for pupils who are beginning to study the plays.

"The New English Series."—*The Adventures of Ulysses*. Adapted from GEORGE CHAPMAN's translation of the "Odyssey" by CHARLES LAMB. Edited by E. E. SPEIGHT, B.A. (7¼ × 5 in., pp. xvi., 100, illustrated; price 10d. Horace Marshall & Son.)

Most of our readers, if not all, are acquainted with Lamb's version of the wanderings of Ulysses. As is the case with everything that he wrote, there is a certain charm about his telling of the tale; but it is not up to his highest level, and Lamb's diction is not always very suitable for children. The printing and illustrations are fair, and the binding is particularly neat and pretty. For some unexplained reason, an introduction is supplied by Sir George Birdwood, which does not introduce us to the tale or to Lamb, but only to Sir George's rather exaggerated views as to the value of Greek, and especially the "Iliad" and "Odyssey," in education. Whether we agree with his theme or not, we cannot imagine why it should appear in this volume.

Stormonth's Handy School Dictionary, Pronouncing and Explanatory. (6 × 4¾ in., pp. 257; price 1s. Blackwood.)

This is a new edition, thoroughly revised and enlarged by Mr. William Bayne. It is an abridgment of Stormonth's well-known library dictionary, and has been carefully brought up to date. It is an excellent little book. Just the right amount is told us about each word, and the type, though necessarily small, is quite clear. The "English Suffixes" given in the appendix we should have called suffixes *used in English*—for many are English only in that sense; while a few of those given are, strictly speaking, not suffixes at all. This, however, is a small matter. The body of the book contains just what is wanted.

The Newton Object-Lesson Handbook. Part I. (7 × 4¾ in., pp. 72; price 1s. 6d. Blackie.)

This little book is meant to serve as a companion to the "Newton Science Reader," Standard I. It deals with thirty-three animals, insects, plants, and common objects. In each case we are given a list

of requirements for the lesson, of the main points of the lesson as regards subject-matter and method, a blackboard summary with blackboard sketches (as a rule strong, simple, and good), and, lastly, "Notes for the Teacher." The aim is not by any means to substitute a lesson of information, of words and pictures in a book, for an observation-lesson on a real object; but, rather, to add guidance and information for such a lesson—to be used at the discretion of the teacher. Of course some teachers may ignore the warning; but, in that case, the blame will rest wholly with them. The work seems to us to be accomplished with care and skill. The right subjects are chosen and the right kind of lessons suggested. The sketches, by the way, should only be taken as examples of the kind of thing needed and not be copied merely. The teacher should make his own sketches from the objects themselves.

Cassell's Poetry for Children. (7¼ × 5 in., pp. xii., 96, illustrated; price 6d. Cassell.)

This little book is also published in six separate parts at one penny each. The selection seems to us made with care and taste—both as regards the quality of the poetry itself and as regards its suitability to children. Very brief biographical notices of the authors are given, and a few explanatory notes are added at the end of each piece—the work in both cases being satisfactorily done. The illustrations are simple and good. The paper and printing also are what they should be. Altogether a capital sixpennyworth.

The Englishwoman's Year Book and Directory for 1899. First year of new issue. Edited by EMILY JANES. (2s. 6d. net. Black.)

This handy volume, a species of feminine "Whitaker," is the old "Englishwoman's Year Book" in an enlarged form and new dress. To men and women engaged in education it should prove of great utility. Its first section is Education, arranged under thirteen heads. In all cases the matter appears concise, and, so far as we are able to judge, accurate. Under the heading of "Girton and Newnham" there are lists of scholarships, the length of their tenure, and the date when each will next be vacant, besides a variety of information as to admission, fees, and courses. Under the head "University of London" we obtain brief accounts of the chief women's colleges which work for its degrees, with a main outline of each. Under "University Examinations and Results" are given the names of all successful students who took the different University degree examinations in 1898, including, of course, the Northern, Scottish, Irish, and Welsh Universities. The Secondary Education section contains a list of schools for girls belonging to the G.P.D.S.Co., the Church Schools Co., and the endowed schools. Under the last head we miss the Friends' School at Ackworth, which has 120 girls. But, perhaps, as the list adopted is that of the Headmistresses' Association, a school whose head is a master may not be counted. A similar plan of omission seems to be adopted for the dual schools in Wales. The idea does not strike us as happy, for, after all, the *raison d'être* of a list is to tabulate the schools of a county for the sake of information, and not for the purpose of emblazoning the names of headmistresses. Monmouth should, of course, be included with Wales. The school at Pontypool, Headmistress Miss Dobell, is omitted. A list of Protestant schools in Ireland is given, but it is not followed by a list of convent schools for Catholic girls. On page 260 appears a list of Roman Catholic religious orders, which shows us that Ireland has conventual institutions. No doubt these errors of omission or arrangement will be rectified in the next issue. Technical education seems very well done, and lists of the multifarious bodies which deal with it, from South Kensington and the City and Guilds of London Institute down to County Councils, County Borough Councils, and polytechnics, are faithfully given. Libraries, lists of educational periodicals, and notable educational addresses have not been omitted. Parents with girls to settle in life cannot be other than interested in the Employments and Professions section, for which have been collected concise accounts of institutions which prepare young women to be nurses, gardeners, actresses, secretaries, librarians, teachers, typists, lecturers, sanitary inspectors, civil servants, florists, and so forth. Brief mention must be made of excellent monographs on different subjects, such as "Education in India," by Miss Manning; "Kindergarten Teachers," by Miss M. J. Kerr; and "Elementary Teaching as a Profession for Women," many of which contain much matter in few words. Altogether the book is well done, the result of much labour and care.

JOTTINGS.

OUR venerable contemporary the *Educational Times* is singularly unfortunate in its newspaper cuttings which it prints under the heading of "Forecasts and Comments." In the forecast (or comment) dealing with Prof. Murray's resignation there is an error in nearly every line. Mr. Murray is not of Australian birth, though he was born in Australia, his father, Sir Terence Murray, being at the time a colonial governor. He was not educated at Eton and New College, but at Merchant Taylors' School and St. John's College, Oxford. The title of his novel

is not "Gobi and Shamo," which is nonsense, as any one who had read it must have perceived.

PROF. KARL PEARSON is still pursuing the anthropological investigation of which he gave some account in the *Journal* for September, 1898. In answer to his appeal, he received details of 150 boys and girls. These were tested for ability by three observers (language, science, and mathematical teachers) working independently, with the highly satisfactory result that, in more than 80 per cent. of cases, the agreement of classification was complete, and only in 5 per cent. did the difference of classification amount to two classes. The particular observations for which Prof. Pearson now asks the assistance of teachers have a twofold object—(1) to ascertain the degree of resemblance, mental and physical, between children of the same parents; (2) to discover the relationship, if any, between the conformation of the skull and the ability of the pupil. Teachers willing to aid should communicate with Prof. Pearson, F.R.S., University College, London.

THE Delegates of the Oxford University Press make an offer that should meet with a large response. For the sum of £17 they undertake to deliver, carriage paid, the "New English Dictionary" as and when published. This may seem a large sum to pay for a dictionary, but when it is remembered that the work at its original price would, on the lowest calculation, cost £24. 10s., and that the "Century English Dictionary," not much more than half the size, is being offered by the *Times* as a bargain at £13, this will be acknowledged as a liberal offer.

THE Technical Education Board of the London County Council is co-operating with the Asylums Committee in offering a valuable scholarship of £150 a year, tenable for two years, for students or either sex (preferably qualified practitioners), to enable them to carry on investigations into the preventable causes of insanity. The lady or gentleman appointed to the scholarship will carry on investigations in the Pathological Laboratory attached to Claybury Asylum. Application should be made to the Secretary of the Technical Education Board, 116 St. Martin's Lane, W.C., not later than Wednesday, June 7.

WE have received from the National Society for the Prevention of Cruelty to Children the returns for a single month (last March). There were 2,561 complaints; of these, 2,447 cases were found to be true, affecting the welfare of 7,012 children and involving 3,388 offenders. Action was taken by the Society in 2,003 cases; 223 persons were prosecuted, and all but three of them convicted. The work of the Society is greatly straitened for lack of means. Subscriptions and donations should be sent to the Hon. Secretary, the Hon. Mrs. Stephen Coleridge, 7 Egerton Mansions, S.W.

MISS JANE LATHAM, of Girton College, Cambridge, and for the last ten years on the staff of the Ladies' College at Cheltenham, under Miss Beale, has been appointed by the Provost and Fellows of Denstone Lady Warden of the Woodard Girls' Schools, in the Midlands. The post is an important one, involving the oversight of the middle and lower schools at Abbots Bromley, in Staffordshire, and of a middle school at Bangor, as well as the extension of the system in the Midlands in the near future.

AT the Meeting of the Council of the College of Preceptors held on the 17th ult., the following were appointed to Examinerships:—English Language—J. Lawrence, D.Lit., M.A. Lond., B.A. Oxon.; Miss B. M. Skeat, Med. and Mod. Lang. Tripos, Cambridge, Ph.D. Zürich. French—V. Spiers, M.A. Oxon., B.-ès-L. Paris; J. G. Anderson, B.A. Lond.

"*A propos* of the behaviour of Board-school children," writes a correspondent, "perhaps this incident may be of interest. I was walking down St. Martin's Lane, always a crowded thoroughfare, when a little ragged *gamine* brushed against my arm in her hurry to pass me. When she could pull up—a yard or two farther on—she looked round and prettily said: 'I beg your pardon, sir.' It is true that she knocked a freshly lighted cigarette out of my hand, but her pleasant look and words were ample compensation for the loss."

THE Sächsischer Neuphilologen-Verband is making a new departure in its work by the establishment of a "Situation Agency." This should prove a most valuable help to students—men and women—who desire a salaried post in Germany for a few years before taking up the work of modern-language teaching in England. It may be confidently expected that none but *bona fide* posts will be obtained through this agency. "All who wish to avail themselves of the services of the Situation Agency should apply by post-card, marked 'S.N.-V.,' to the Manager, Dr. Max Grassmeyer (Leipzig-Gohlis, Blumenstrasse No. 31), from whom they will at once receive all further information."

ALL inquiries relative to the English Education Exhibition of 1900 should be addressed to J. Fischer Williams, 7 New Square, Lincoln's Inn, W.C. The Committee controlling the Exhibition consists of Sir George Kekewich (Chairman), Dr. William Garnett (Vice-Chairman), Rev. Dr. H. Adler, Principal Bodington, G. Brown, Rev. J. S. Brownrigg, J. Easterbrook, H. W. Eve, Sir Joshua Fitch, H. T. Gerrans, Rev. Principal Gurney, Miss Hitchcock, W. M. Hunnybun, A. F. Leach, Sir Philip Magnus, J. F. Moss, J. H. Nicholas, Sir Owen Roberts, G. G. Robinson, Mrs. Henry Sidgwick, R. Waddington, Graham Wallas, Rev. Dr. Waller, Principal Withers, R. T. Wright.

RADLEY COLLEGE announces the production of a pastoral play ("As You Like It") on June 29.

CAMBRIDGE LOCAL EXAMINATIONS.—A scholarship offered by Girton College in connexion with the Cambridge Senior Local Examination held in December last has been awarded to Miss E. M. Newberry, Slepe Hall School, St. Ives, Hunts; the Mary Stevenson Scholarship, tenable at Newnham College, to Miss M. K. Welsh, the High School, Knutsford; and the Reid Scholarship, tenable at Bedford College, London, to Miss M. G. Fisher, Queen Elizabeth's Grammar School for Girls, Mansfield. We abstract this information from the *Times*. The paragraph appeared in the issue of May 10, and was twice repeated in that of May 11. Even a news-editor of the *Times* may be caught napping.

FOR the prizes offered by the Society for the Prevention of Cruelty to Animals, for essays written by children, no fewer than 156,790 competitions were sent in. About fifteen hundred prizes and certificates were given. Truly a colossal task to adjudicate!

THREE HUNDRED members signed the petition to Mr. Balfour to permit the House to meet on May 31 (Derby Day), in order that Mr. Robson's Education of Children Bill may be passed through the Committee stage.

THE DUKE OF DEVONSHIRE will, on June 9, open the exhibition of practical work executed by candidates for the technological examinations of the City and Guilds Institute. The exhibition will remain open for a week at the Imperial Institute.

HOLIDAY COURSES are announced (1) by the University of Geneva from July 18 to August 30. Inquiries are to be addressed to M. le Secrétaire-Caissier de l'Université. (2) By the University of Lausanne, from July 18 to August 26. Information from M. le Prof. J. Bonnard, avenue Davel, 4. (3) By the University of Marburg from July 17 to August 15. This course is divided into two parts, the second of which begins on August 2. Information from Oscar Ehrhardt's Universitätsbuchhandlung, Marburg, i. H.

THE Parents' National Education Union held its third annual conference last month.

MR. BRYCE delivered an address on "What Reading Means" to the members of the National Home-Reading Union. The Union now numbers ten thousand members.

ABOUT two hundred names have already been entered for membership of the London Branch of the Allgemeine Deutsche Verein. Information is to be procured from Dr. Aloys Weiss, Royal Military Academy, Woolwich.

THE City Fathers of Dresden have decided not to accept proposals for the construction of school baths. The Vice-Chairman is reported to have said that one finds the strongest men where baths are unknown. The London School Board is, at least, in advance of Dresden on this question of baths for children. In some things we are ahead even of Germany.

THE Saxon Minister of Education has, on the ground of health, forbidden girls attending the public schools to wear corsets.

THE minimum sum of £250,000 needed for the endowment of the Birmingham University has now been subscribed. Mr. Chamberlain's anonymous friend announces that he will give the last £15,000 of an additional £50,000.

MR. PASSMORE EDWARDS is giving £10,000 on trust to equip a school and building for the teaching of economics and commercial science in the new London University. We hope this is only an earnest of the many thousands that wealthy London citizens will subscribe for similar purposes.

A NEW Board school has been opened in St. George's-in-the-East. The buildings include a well fitted gymnasium and workshop.

MISS VERNON writes to the *Times* in order to bring to the notice of the public the Leaton Colonial Training Home, Wellington, Shropshire, which gives a practical course of training for intending lady colonists.

THE Technical Education Committee of the Middlesex County Council is offering a number of scholarships for girls who wish to be trained as secondary teachers. The scholarships are tenable at the Maria Grey Training College. Applications by June 7.

THE multiplication of examinations makes it very difficult to arrange dates that do not clash. The London Chamber of Commerce has discovered that its examination, as originally fixed, coincides with three other examinations, and, in consequence, has postponed the date to July 10-15. This week is already captured by at least one other examining body.

GONVILLE AND CAIUS COLLEGE, Cambridge, which shares with King's College the credit of offering scholarships for French and German, now announces a scholarship for Russian, open only to members of the College in their second year or upwards. It is hoped that this novel departure may prove of Imperial service.

WE have received from Messrs. Beynon, of Cheltenham, an admirable portrait of the late Rev. Edward Thring, drawn from a Mendelssohn photograph by Mr. M. Hanhart. The size is thirty inches by twenty-two inches, and the price 25s.

WE have received the preliminary programme of the Edinburgh Summer Meeting, to be held from August 1 to 26. This will be the thirteenth session. The number of students has steadily increased from 20 to 130. We hope next month to give full particulars.

AT Clayesmore School, Enfield, Middlesex, the boys are allowed to keep dogs as pets during term time, and there is a well organized and flourishing kennel club at the school, which is presided over by one of the masters. The keeping of dogs at the school is a novel experiment, and has proved very successful and a perfectly practicable feature of interest to the boys.

FOR the genuineness of the following "howler" we can vouch. It is copied *verbatim* from the Divinity paper of a pupil in one of the Nine Public Schools. "Healing the Limb man, casting the unclean spirit of a man into a swine, healing the Leopard, healing Jairus's daughter, raising Talitha Gumei from death." According to the same youth, the lady who came to hear the wisdom of Solomon was Queen Beer Sheba.

AMONG the candidates for the Greek Chair at Glasgow, vacant by the resignation of Prof. Murray, the names of Messrs. Adam, Platt, and Housman are prominent, but the favourite for the post is the present Deputy Professor, Mr. Macdonald, whose recent learned work on Greek coins has won him a place among European classical scholars.

MR. F. H. MATTHEWS, M.A., at present Headmaster of Bolton Grammar School, Lancashire, has been appointed Vice-Principal of Blairlodge School, Polmont, Stirlingshire. Mr. Matthews won an open scholarship at Corpus Christi College, Oxford, and took a First Class in the Final Honour School of Literæ Humaniores (1884). He has been for many years on the Council of the Manchester Branch of the Teachers' Guild, and is now the Honorary Secretary of the North-Western Division of the Incorporated Association of Headmasters. He is the author of "A Dialogue on Moral Education" (Sonnenschein) and various essays and reviews in educational and other journals. He enters on his new duties in September next.

MR. FRANCIS COLLINS, Science Master in Tonbridge School, was elected to the Headmastership of the Central Foundation Schools of London (Boys' School, Cowper Street), on the 26th ult., in succession to Dr. Wormell, who retires after midsummer. The select candidates, from a very large field, were Mr. E. Budden, Macclesfield Grammar School; Mr. H. Carter, Headmaster of Whitechapel Foundation School; Rev. G. C. Chambers, Headmaster of Wigan Grammar School; Mr. A. E. Daniels, Nottingham High School; Rev. H. de B. Gibbins, Headmaster of the Liverpool College Grammar School; and Mr. S. V. Roberts, of Merchant Taylors' School.

THE favourites for Cheltenham are the Rev. F. B. Westcott, Head-

master of Sherborne, and Mr. Waterfield, of Rugby. Mr. Westcott is an old Cheltonian, but he was not in the running for Harrow.

MISS HELEN STEPHEN has accepted the Wardenship of the new hall of residence for women students in connexion with Owens College, Manchester. Miss Stephen is a sister of Miss K. Stephen, one of the Vice-Principals of Newnham College.

UNIVERSITIES AND SCHOOLS.

LONDON.

Spring is a slack season at London University, and since my last letter (March) the only event of importance has been the death of our Chancellor, Lord Herschell, to whose great gifts full justice has been done in the press. Resolutions have been passed by the Senate and Convocation expressing their deep sense of the loss the University has sustained. Lord Herschell's will has recently been proved, and I hope it is not ungracious to own to a slight feeling of disappointment that he has not remembered his *alma mater* therein, even to the extent of founding a prize (like Lord Derby). The Crown has appointed Lord Kimberley, one of the oldest members of the Senate, as his successor. This appointment has given general satisfaction, and is in accordance with the custom that the Chancellor should be a statesman who has held high office. Lord Kimberley, moreover, is taking a leading part in the negotiations for housing the University in the Imperial Institute. Lord James has succeeded Lord Herschell at the Institute, and endorses his policy. At a recent meeting he openly admitted that the Institute was insolvent, and hailed the Government's proposal as a golden ladder.

Though the press generally does not seem to object much to the proposal to give the University the use of half the buildings, yet many graduates and some of the London press, notably the *Daily News*, feel most strongly that the arrangement is a mean and somewhat discreditable makeshift, and that the great University for which so many have fought and worked is to be used as the means of helping the insolvent and moribund Institute out of its troubles.

There is little doubt that the least that should be granted, in view both of the dignity and the needs of the new institution, would be the tenure of the whole site and building. It has just been announced that the Government intend to acquire the premises as State buildings, so that the University would hold direct from them, as at present.

The Joint Committee have not yet reported, but rumour has it that their verdict will be favourable to the project. "H. W. L." (17th ult.) said the scheme was agreed to by the Government at a private meeting.

The Statutory Commission has not, at the time of writing, issued any report, though it is understood that the first draft statute is complete, and was to have been communicated to the bodies interested some fortnight ago. This draft statute deals with the constitution of the new University—e.g., its constituent bodies, schools, faculties, &c.—and is the outcome of a very great amount of close and, more or less, controversial work. Meetings have been held almost daily, and those Commissioners who have also had to attend meetings of the London University Senate and its committees have felt the pressure of the work. The vacancy left by the resignation of Sir William Roberts was filled by the Crown nomination of Dr. Thomas Barlow. Those who wish to be appointed "University teachers" have been desired to send in their names and qualifications.

Contrary to some statements that have appeared, no evidence has been taken, so that there is no cause to fear the issue of another ponderous Blue-book such as the Cowper Commission was parent to. All those who have *locus standi* will have the opportunity of criticizing the draft statute, and, when this process is gone through, it will be remodelled, and then possibly laid on the table of both Houses of Parliament.

The vacancy in the Senate caused by the death of Dr. John Hopkinson was filled by the Crown by the appointment of Dr. W. A. Tilden, F.R.S.

The first of the benefactions hoped for in aid of the reconstituted University seems to appear in the offer of Mr. Passmore Edwards of £10,000 upon trust to equip a school and building for the teaching of economics and commercial science. The trustees are the Bishop of London, Mr. Sidney Webb, and Mr. Haldane. It is expected that the work of the London School of Economics will be continued there. Sir A. Rollit stated a few weeks ago that the Commissioners had determined to establish faculties of economics and commerce as well as of engineering. All this we shall soon know.

The Examiners for the year 1899-1900 (beginning July 1) were duly elected at the end of April. The retiring Examiners take the Matriculation Examinations. The old Examiners were re-elected, with the following exceptions:—English Language and Literature—Prof. A. S. Napier (*vice* I. Gollancz, M.A.); French Language and Literature—

Dr. Frederick Spencer (*vice* Prof. V. Spiers); Mental and Moral Science—G. F. Stout, M.A. (*vice* Prof. W. Knight); Art, Theory, and History of Teaching—O. Browning, M.A. (*vice* F. Storr, B.A.); Chemistry—Dr. Frankland, F.R.S. (*vice* Prof. Dunstan); Jurisprudence and Roman Law—Prof. T. Pawley Bate (*vice* W. A. Hunter, M.A.); Common Law, &c.—Dr. Blake Odgers (*vice* Judge Bompas); Obstetric Medicine—Sir Jno. Williams (*vice* G. E. Herman, M.B.). Assistant Examiners—J. H. Haydon, M.A., is an addition in Classics. In Mathematics, J. B. Dale, M.A., W. H. Gunster, M.A., and J. G. Leatham, M.A., take the place of R. B. Hayward, M.A., and W. W. Taylor, M.A. In Experimental Philosophy, Dr. C. V. Burton and F. Womack, B.Sc., supplant G. F. C. Searle, M.A., and Wm. Watson, B.Sc. We now have Assistant-Examiners in History, viz., Prof. Edw. Edwards, Arthur Hassall, M.A., and A. F. Pollard, M.A.

The "Calendar," due in April, is still a hope deferred, as is the "Hand Catalogue" to the Library, to which a considerable number of volumes has been added during the year, many of them of considerable interest.

The official statistics for the January Matriculation show 751 rejections out of a total of 1,314 candidates, or 57 per cent. "Women" did very badly, only 101 passing out of 295, or 34 per cent. *A propos* of resolutions in Convocation and elsewhere, it is interesting to note that 756 candidates selected French, which, with 43 for German, gives practically 800 for a modern language, as against 408 (or little more than half the number) selecting science subjects. It is curious to see that Botany shows only one rejection (of yore it was the prize "plucking" subject). Latin, English, and Mathematics were the most fatal subjects.

At the ordinary meeting of Convocation on May 9 the resolutions of the Standing Committee on the Matriculation syllabus were not passed, but a drastic resolution was carried to the effect that there should be two compulsory foreign languages besides Latin, that "General Elementary Science" should entirely disappear, and that there should be one paper in an elementary science. Dr. Sully, who seconded, referred to the far superior work done at Cambridge in science by classical boys, compared with that done by those who have "done" science at school.

Lord Kimberley presided at Presentation the next day, and made the speech first, as he had to leave early, the Vice-Chancellor, Sir H. Roscoe, taking his place and conferring the diplomas and medals. Sir J. Lubbock concluded with his customary address.

The Senate have resolved to inform the General Medical Council of their willingness to co-operate in obtaining for the University the power to withhold from graduates guilty of "professional misconduct" the use of their degrees as a qualification to practise during the time that their names are taken off the Register.

They have also determined to take steps "to procure acceptance by the Council of the Matriculation Certificate, irrespectively of the subjects taken at the examination, as in itself sufficient for the purposes of registration by the Council as a medical student."

BEDFORD COLLEGE, LONDON (FOR WOMEN).

On May 10, at the public meeting of the Senate of the University of London, the following students of Bedford College were presented for degrees. For the degree of M.A.: Miss E. H. Whishaw. For the degree of B.A.: Miss F. C. Johnson, First Class Honours French, Third Class Honours German; Miss Grace Greenwood and Miss Jennifer Turner, First Class Honours English; Miss M. Trimen, Third Class Honours English; Miss Bishop, Miss Goodes, Miss Tracey, Miss Atcherley, Miss Lloyd. For the degree of B.Sc., Miss Annie E. A. Baker. For the Teachers' Diploma, Miss R. R. Reid. Two students for degrees, and four for the Teachers' Diploma were unable to be present. The usual reception was held later in the afternoon at the College, when the following were among those who accepted invitations:—Sir John Lubbock, Lord and Lady Davey, Sir J. and Lady Fitch, Mrs. Scharlieb, M.D., M.S., Dr. Garrett-Anderson, Miss Penrose, Mrs. H. Tennant, Mrs. Bryant, D.Sc., Mrs. James Bryce, Sir John Evans, K.C.B., and Lady Evans, and a large number of headmistresses of schools in London and the neighbourhood.

The Entrance Scholarship Examination will be held on June 27 and 28. There will be two scholarships offered for competition: the Reid Scholarship in Arts, 30 guineas a year for three years; the Arnott Scholarship in Science of £48 a year for three years. The successful candidates will be required to take a full three-years course in Arts or Science. Entrance forms must be returned not later than June 15.

Bedford College will celebrate its jubilee on the 22nd, 23rd, and 24th of this month (June). The central event of the commemoration will be a meeting held on the afternoon of Friday, June 23, in the Theatre of the University Buildings, and addressed by the Duke of Devonshire, the Bishop of London, Mr. Bryce, Mrs. Fawcett, and Mrs. Sidgwick. Prof. Jebb, Visitor to the College, will take the chair. On the evening of the same day there will be a *conversazione* in the College, when the whole of the buildings will be open to view. A previous occasion of seeing the College, with its fine library and laboratories, will have been afforded on the afternoon of Thursday, June 22. After a conference, organized by the Bedford College Students' Association—

at which Mrs. Sophie Bryant, D.Sc., Mrs. Morgan-Williams, Miss Henrietta Busk, Miss Dawes, Litt.D., Miss Manning, and Miss M. Traill Christie, M.D., will be among the speakers—Miss Anna Swanwick, LL.D., will take the chair. On Saturday, June 24, a large afternoon party in the Botanical Gardens will bring the celebration to a close. Invitations must be obtained for the meetings as well as for the social gatherings; and those who, from association with the College or interest in women's education, wish to attend the jubilee, and have not received invitations, are requested to apply to the Secretary, Bedford College, Baker Street, W.

OXFORD.

The great event of the month has been the Parliamentary election, and the other changes which have been determined by it. In my last letter I expressed a hope that a candidate could be found who combined academic distinction with a real knowledge of educational questions. The ideal member would have been Mr. Bryce, a former Professor of the University, distinguished alike for his knowledge of law, history, politics, and education, quite apart from his Parliamentary experience and position. With this peculiar constituency, where the Conservatives (before the Irish split) were about three to one, and are now in a still larger majority, a Liberal was, of course, out of the question. And, this being so, it is difficult to suggest any name more generally acceptable than that of Sir W. Anson, who was selected by an important meeting held in London and presided over by the Lord Chancellor, was supported by the prominent people in Oxford of all shades of opinion, and was returned unopposed.

It was a compliment to Oxford to select one of the resident members of the University, considering (what is often forgotten) that they number not more than one-fifteenth of the constituency. There is certainly no other resident, and, probably, no other man elsewhere, who would at once have been so distinguished and truly representative a member, and so universally acceptable. His distinction as a constitutional lawyer and writer is well known everywhere; he is an excellent speaker, a good man of business, and an admirable chairman; and, as Alderman, Chairman of Quarter Sessions and magistrate, member of the University Council, and governor of three important public schools, his administrative experience has been unusually varied and extensive. In Oxford politics he may be described as a moderate, and in educational questions he has often been of service, though he has taken no very prominent part; the only exception being the important reform of women's education, to the development of which he has been an active, though not unreasonable, opponent. His action in Parliament in regard to ecclesiastical and educational questions will be watched with all the more interest as there are inadequate data for prophesying what it will be. A University member is not called upon to give public promises; and the only thing he has done, since his election, is to administer an urbane, but effective, snub to an importunate correspondent who tried to extract a pledge.

It was generally expected that Dr. Bright, of University, who was next on the rota, would succeed to the vacant Vice-Chancellorship. He decided, however, to decline the honour; and the President of Corpus (Dr. Fowler) was called upon, at extremely short notice, to take the succession. The Vice-Chancellor is the Returning Officer at University elections; and, as the Vice-Chancellor was Sir William Anson, he had to resign before he could stand, and a successor had to be appointed before he could be elected. Dr. Fowler, with spirit and promptitude, rose to the occasion: the Chancellor was communicated with by telegraph, the vacant throne was filled, and the University breathed again.

In regard to legislation, the present time is "a day of small things," but one or two of them are useful, and may be briefly referred to.

The statute which three years ago established a training system for secondary teachers has been reintroduced (as I mentioned in my last letter), and has passed through all its stages without opposition. It will be in force for five years, when possibly further modifications will have been shown by experience to be desirable. It is a great satisfaction to find that those who three years ago organized an opposition which was, with some difficulty, defeated have refrained from attacking the re-enactment. It is, perhaps, too much to infer that they are converted; but, at any rate, the success of the scheme has been sufficient to convince them that to destroy "a going concern" would be vexatious and unwise.

Another useful statute which will probably pass concerns the appointment to University livings. There are a few of which the University is patron, and a few more which occasionally fall to the University to fill. The present mode of election is by Convocation, which gives rise to wholesale canvassing of a kind peculiarly objectionable on every ground. It is proposed to hand over these preferences to a Delegation consisting of Vice-Chancellor and Proctors, two Divinity Professors, and four members elected by Convocation. These will select among the candidates, and nominate for the approval of Convocation. The Statute *allows* them to nominate more than one, in which case things will be left as they are; but it is to be hoped that they will nominate only one, and, if so, Convocation will, in ordinary cases, accept the nomination.

The University, and the colleges, and the Women's Education Asso-

ciation have been invited, by the Royal Commission for the Paris Exhibition of next year, to contribute various exhibits illustrating their present work and past history to the Preliminary Education Exhibition, to be held in London next January. A desire has been expressed, which may possibly be carried out, to form some central committee, to communicate with all the bodies that have been asked to contribute. This is an obviously practical suggestion, as it will tend to prevent waste and overlapping, and to introduce some order and system into what might be made an exceedingly interesting exhibition.

CAMBRIDGE.

Dr. S. S. F. Fletcher has this term been delivering a course of lectures on "Modern Educational Reformers and Problems," under the auspices of the Teachers' Training Syndicate. The Syndicate are about to lose the valuable services of Mr. Iliffe, who has done so much by example and precept to further the interests of the Day Training College. Several testimonials from friends conversant with different sides of his manifold activity are being promoted, and will be presented to him at a complimentary dinner on the eve of his departure for Sheffield.

On May 18 the new buildings of the Clergy Training School, which, with Ridley Hall, provides for the professional education of graduate candidates for ordination, were formally opened. The Bishop of Durham delivered a memorable address on the aims of the school and the present need for well trained and broad-minded clergymen. The Bishop of Ely and Dr. Jebb, from different standpoints, spoke of the value of University influence and traditions in the moulding of the clerical mind and temper; and Dr. Chase, the Principal, described the growth of the school from humble beginnings and the successes it had already attained. The buildings are in Jesus Lane; they are simply but gracefully designed, and they will lodge a resident Vice-Principal and some six students. The majority of those resorting to the school will continue to reside in their own colleges.

The arrangements for the celebration, on June 1 and 2, of Sir G. G. Stokes' jubilee as Lucasian Professor are nearly complete. Prof. Cornu, of Paris, will give an opportune Rede Lecture on "The Wave Theory and its Influence on Modern Physics"; and the honorary degree of D.Sc. will be conferred on a number of foreign professors of physics and mathematics, including Cornu and Darboux, of Paris; Michelson, of Chicago; Kohlrausch, of Berlin; Mittag-Leffler, of Stockholm; Quincke, of Heidelberg; and Voigt, of Göttingen. Addresses from his own and many other Universities will be formally presented to the hero of the day, who, with the University guests, will be entertained at a succession of academic festivals in Pembroke, Trinity, and the Fitzwilliam Museum.

The new Professorship of Agriculture has been established without opposition, and the organization of the department to be conducted under the Professor's direction is proceeding apace. It is expected that an appointment will be made during the summer, and that the classes will be in working order at the beginning of the Michaelmas term.

The study of Russian, commenced in the University in connexion with Civil Service requirements, will be fostered by the formation of a special scholarship at Caius College, and of a University Lectureship, through the generosity of a private benefactor.

The General Board have issued proposals for improving the status and stipend of certain existing posts, and the establishment of new ones. Instead of the present Lectureships in French and German, we are to have Readerships in Romance and Germanic; the Lecturer in English, the Disney Professor, and the Professor of Chinese, will receive better remuneration; and a Lectureship in Physical Anthropology will be founded.

Less popular than these proposals is another ordinance suggested by the same Board, with a view to restraining professors and readers from giving private tuition, or accepting work extraneous to their office, which in the opinion of the Board may interfere with their duties. Laudable as the object no doubt is, the discussion of the proposed ordinance revealed a lack of confidence in the Board's capacity to enforce it uniformly and fairly; its composition and its principles of action were deemed to be too apt to vary. It is doubtful whether the Senate will entrust the Board with powers that might be exercised in an arbitrary way.

During the term honorary degrees, approved last summer but not then conferred, were bestowed on Sir William Turner, President of the General Medical Council; Dr. S. Rawson Gardiner, the historian; and Prof. Kowalevsky, of St. Petersburg. A very cordial welcome was given to Dr. Gardiner, whose work is more familiar to the undergraduate than that of the men of science.

A proposal to contribute £340 to the building fund of the Cambridge voluntary day schools, which are in urgent need of extension and improvement, was opposed in the Senate on the ground that it was intended to stave off the necessity for establishing a School Board in the borough. The arguments adduced were weighty, but the Senate has no great affection for a School Board or a school rate, and the grant was approved by a considerable majority.

By the death of Mr. P. T. Main, on May 5, in his rooms at St.

John's, that College loses an able and popular member of its staff. He was strong both in mathematics and in science, and for many years was Lecturer in Chemistry and Superintendent of the College Laboratory.

A committee has been formed for the purpose of procuring a collection of objects, representative of University and College life and work, for the English Education Exhibition, to be held at the Imperial Institute in January, 1900. This Exhibition is, in a manner, preparatory for the British display in the educational section of the Paris Exhibition next year. Documents, models, drawings, MSS., plate, costumes, athletic appliances, college magazines, &c., are given as samples of the objects which may be shown. It is thought better not to ask for worked examination papers and notes of lectures—they might misrepresent our system.

The following awards and elections are announced:—Winchester Reading Prizes have fallen to Buxton and Ferrers, of Trinity, and Haworth, of Trinity Hall; the Bishop of Bath and Wells has been appointed Lecturer in Pastoral Theology; Dr. Moule, Norrisian Professor of Divinity, has been elected a Fellow of St. Catharine's; Stewart of Rannoch Scholarships are awarded to Shaw, of Caius, and Harvey, non-collegiate, for Sacred Music; to Carr, of Trinity, and Tayler, of Corpus, for Classics; and to Jones, of Caius, Bull, of St. Catharine's, and Hood, of Christ's, for Hebrew; the Mason Prize in Biblical Hebrew goes to Hennessey, of Jesus. The Tyrwhitt Scholarships in Hebrew have attracted no candidates this year, and the Lightfoot Scholarship in Ecclesiastical History has not been awarded.

WALES.

The Central Board of Intermediate Education met at Welshpool on April 28 and 29, under the presidency of Mr. A. C. Humphreys-Owen, M.P. The following were elected members of the Executive Committee: Messrs. Tom John and John Daniel, Dr. Turpin, Principals Roberts and Reichel. On the pupil-teacher question the following resolutions were passed:—"That the Central Board notes with pleasure the important provision in Article 34 of the Code that pupil-teachers might receive their instruction in secondary schools under conditions approved by the Department, and that the Executive Committee be authorized to represent to the Education Department the importance of recognizing the examinations of the Central Board as equivalent to the pupil-teachers' examinations referred to in Article 40 of the Code. That this resolution be referred to the Executive Committee to confer on the subject with School Boards, intermediate school governors, head teachers of pupil-teachers' schools, and head teachers of intermediate and primary schools, and report to the next meeting of the Central Board on the whole subject, with particular reference to the safeguarding of the practical training of pupil-teachers."

The chief question under discussion at the meeting was the Board of Education Bill. The following views were expressed:—"That it was impossible to ask for the removal of Wales from the scope of the Bill, but that there was an unanimity among all parties in Wales that the distinctive position of their system must be absolutely maintained and preserved." The following resolutions were passed:—"That the Executive Committee be instructed to urge upon Her Majesty's Government, when the time arrives, the claim of the Central Welsh Board to representation on the Consultative Committee, as one of the bodies interested in education contemplated by Section 4; and that the Bill be so amended as to indicate clearly that there will be no interference with the present organization of intermediate and technical education in Wales and Monmouthshire under the Welsh Act, and that provision should be made for preserving to the Central Welsh Board the functions exercised by it under its scheme and under the Treasury regulations already in force."

Since the meeting of the Board these resolutions have been brought before the notice of the Welsh Parliamentary Party, and a Sub-Committee was appointed to deal with them. With the help of Lord Kimberley friendly representations were made to the Education Department on the subject. The result was the addition to the Board of Education Bill of a clause whereby the Central Welsh Board has been statutorily recognized as the examining authority for the intermediate schools of Wales. The Board has not acquired any control over any schools save those governed by schemes under the Welsh Education Act.

The Report of the Charity Commissioners on the inspection of the Welsh Intermediate Schools in 1898 is considered as being an encouraging one. There is a general advance in methods and results. The relations of primary and secondary teaching receive prominent notice. In Wales and Monmouthshire between the primary and the secondary school there is emphatically an open door. Out of the seven thousand scholars inspected, no less than 70 per cent. had proceeded to the county schools from public elementary or higher-grade schools. The Welsh schools, however, are still suffering from the difficulty caused by the short time during which many of the pupils remain at school, and it is suggested by the Board's inspector that a minimum number of lessons to be given in any subject should be insisted on before a candidate is admitted to the certificate examination in that subject. As the attendance at county schools is so largely recruited from the public elementary schools, the need of pressing forward the development of the technical as distinct from the literary or general side of intermediate education is insisted on.

The report of Mr. Legard, the chief inspector of the Welsh Division of elementary schools, deals also with the co-ordination of primary and secondary education. Mr. Legard concurs heartily with the recommendations of the Charity Commissioners on the encouragement of conference and co-operation between the teachers of intermediate and elementary schools, so as to bring the two systems into closer touch with each other's needs, and thereby stimulate the progress and promote the efficiency of both.

As chief among the obstacles to the educational progress of Wales, Mr. Legard mentions, the irregular attendance. In this respect Wales is much behind England. The staffing of schools in Wales is far inferior to its sister country. It is pointed out, also, that the subject of manual instruction has received little attention in Wales. In 1897 there were only five schools in the whole of the Principality where such instruction was given.

The School Boards of Wales and Monmouthshire have recently formed a federation. The points of interest to this new body which will come up for immediate discussion are the present non-representation of School Boards on the Welsh Central Board and most of the governing bodies of the intermediate and technical schools, and the lower percentage of average attendance of children at schools in Wales than in England.

A movement is on foot in Wales to raise a sum of money in memorial of the late Mr. T. E. Ellis's service to Wales, particularly in regard of his educational work. It is probable that scholarships will be established in connexion with the University.

IRELAND.

The examinations for Fellowships and Scholarships in Trinity College, Dublin, have just concluded. The results will be announced, as usual, on Trinity Monday—too late for this month's news. There are seventeen scholarships vacant this year, for which forty-two candidates presented themselves—fifteen in mathematics, and twenty-seven in classics. Next to Fellowship, Scholarship is the oldest and most honourable prize at Dublin University. It originally was intended to give status and membership in the University in an especial sense and complete maintenance. The scholar wears a peculiar dress, has a Parliamentary vote, pays no college fees, and only half fees for chambers, and gets free commons and £20 a year (Irish money), the latter three benefits continuing for three years after the taking of the Arts degree. The £20 Irish was once worth seven or eight times what it represents to-day. The present scholar receives £15 yearly. At the next "Commencements" honorary degrees will be conferred on Lord Lansdowne and Mr. Joseph Chamberlain.

A memorial to the late Dr. Haughton, the genial and brilliant Fellow of Trinity College and eminent scientist, has been erected in the beautiful Dublin Zoological Gardens, which are situated in the Phoenix Park. Dr. Haughton took a deep interest in the Gardens, and did a great deal to improve them. The memorial is a new house, picturesquely situated near the lake. It contains tea-rooms upstairs and enclosures for animals beneath. It was opened by the Lord Lieutenant on May 19, when a garden party was held, which unfortunately was much marred by bad weather. Some excellent speeches were delivered, Sir Robert Ball's being especially happy and interesting.

A movement has been set on foot to organize the Roman Catholic students and members of the Royal University, in view of their taking action in connexion with the Irish University question. In the event of a Catholic teaching University being founded, the Royal would be done away with, or at least much modified. That project, indeed, seems to be indefinitely postponed, owing largely to the silence and inactivity of Irish Catholics since Mr. Ralfour published his scheme; but the position of the Catholics in the Royal University itself has always been very unsatisfactory. The Protestant Fellows teach in the three Queen's Colleges, each of which has an endowment of £10,000 a year. Thirteen Catholic Fellows teach in the Catholic University College, Dublin, which has no endowment except the salaries of three Fellows—£400 a year each. As the Catholics are largely prevented by their Church from attending the Queen's Colleges, they have thus to compete against the students of these endowed colleges, they themselves having no such advantages.

This grievance has been raised lately in connexion with another question. The Junior Fellowships are given in special subjects on the results of a difficult examination. They are held for four years, the Fellows receiving £200 a year and taking part in the examinations. From the Junior Fellows the permanent Senior Fellows are intended to be chosen. Three ladies, who all happen to be Catholics, hold Junior Fellowships, which they won in open competition with men candidates.

A memorial has just been laid before the Senate of the University by the Schoolmistresses' Association, praying that these ladies may be elected to Senior Fellowships as vacancies arise equally with the men Junior Fellows, on the grounds, not only of justice and legal right, all the benefits of the University being open to women by Act of Parliament,

(Continued on page 386.)

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but also that such women Fellows could lecture at the Dublin women's colleges, Alexandra College and St. Mary's Catholic College. The Queen's Colleges are open to women, but the Catholic College, Stephen's Green, Dublin, is closed to them; hence the women students resident in Dublin (a large class, more than half the total number of students living in Dublin) have no means of getting any direction or teaching from the Fellows, and are indeed the worst treated body of students in the University. The prayer of the memorial is not likely to be granted by the Senate, chiefly owing to the strong opposition made to it by the Catholic College. The present women Junior Fellows being Catholics, it is contended that, if any of them were appointed to Senior Fellowships, this would deprive the Catholic College of some of the fifteen Fellows whose incomes constitute the only endowment the college possesses. The head of the college, Dr. Delany, advocates special funds being given for women Fellows, or that such funds should be taken from the Queen's Colleges.

While we recognize the natural feeling which prompts this action, it is plain that the injustice to the women junior Fellows and students is not thereby lessened. It would be impossible to obtain fresh funds or successfully to open an attack on the Queen's Colleges in the present state of the Irish education question. If the Royal University gives advantages of teaching to any of its students, it should give them to all—and, by the Act founding the University, all its benefits are open to women. The fifteen Catholic Fellows should provide teaching for Catholic women students as well as Catholic men students, and, if they object to giving that teaching in the Catholic College, Stephen's Green, they should be willing to allow some Catholic women Fellows to be appointed to teach them in the women's college, St. Mary's.

The total want of public endowment for women's collegiate education in Dublin (where the larger number of those in Ireland needing it reside) makes it more incumbent that voluntary help should be given to Alexandra College to enable it to do this work. An appeal to the wealthy has recently been made on behalf of the building fund in the columns of the London *Times* by the Countess Cadogan, wife of the Lord Lieutenant, the Marchioness of Dufferin, Lady Aberdeen, Mrs. Fawcett, Mrs. Lecky, and Miss Margaret Stokes. The subscriptions to the funds have now nearly reached £4,000.

The Irish Branch of the Teachers' Guild, the Assistant-Masters' Association, the Central Association of Irish Schoolmistresses, and the Ulster Schoolmistresses' Association have addressed a memorial to the Intermediate Education Commission, praying that in their Report they will recommend that steps should be taken to provide registration for teachers in Ireland. It was hoped that, if the Teachers' Registration Bill were reintroduced this Session, its extension to Ireland might have been obtained. The Duke of Devonshire's Bill having superseded the former Bill, the Teachers' Guild addressed a memorial to the Duke, praying that, if registration should be established in England under the new Act, Irish teachers might be enabled to be registered in accordance with it. The Duke, in reply, said it would be impossible to extend one clause of an Act only applying to England and Wales to Ireland, and that separate legislation would be necessary. The memorial to the Intermediate Education Commission is a step in this direction. Their recommendation would strengthen the claim.

The Report of the Intermediate Board for 1898 has only now been published. The Commissioners point to the steady increase in the numbers entering as proof of the popularity of the examinations. The number of students who gave notice of their intention to present themselves for examination in 1898 was—boys, 7,227; girls, 2,627; total, 9,854: an increase of 45, or 6 per cent., in the case of boys, and of 204, or 8·4 per cent., in the case of girls; a total increase of 2·6 per cent. on the corresponding numbers in 1897; and a total increase of 4·6 per cent. on the corresponding numbers in 1896. The number of students who passed the examinations last year was—boys, 4,196; girls, 1,440; total, 5,636. This is the highest total reached for the last ten years. In 1889 only 2,844 boys and 1,174 girls, making a total of 4,018, passed the Intermediate Examinations. Since then no year has reached the aggregate of 1898. The report shows that the amount of results fees paid to managers of schools on account of the examinations held in 1898 amounted to, in the case of boys, £37,561. 19s.; and, in the case of girls, £11,893. 3s. 7d.; making a total of £49,455. 2s. 7d. Of the total number of students, 5,638, who passed the examinations last year results fees were paid on 5,283, the average fee being £9. 7s. 2d. per student. The percentage of passes was 63·7, the highest yet reached.

The Intermediate Board have postponed the publication of their rules and programme for 1900 in order to embody in them some of the changes they propose to introduce as a result of the Commission. The Report is expected early next month. It is said to contain some remarkable innovations, and to be unanimous. It does not appear, however, that legislation will be required, if the new system can be introduced in 1900.

SCHOOLS.

IPSWICH HIGH SCHOOL.—On Monday, May 15, the school was honoured by a visit of H.R.H. the Princess Louise, who came, faithful

to a long-standing promise, to give away the prizes and certificates adjudged on the results of the Oxford and Cambridge Joint Board and the Cambridge Local Examinations of last year. Her Royal Highness was accompanied by the Marquis of Lorne, K.G., and attended by Mr. E. B. Phipps, Assistant-Secretary to the G.P.D.S. Co., who acted as equerry in the place of Col. Collins. The Princess was received, on her arrival in Ipswich, by Mr. Bousfield, Chairman of the Council of the G.P.D.S. Co., and by Lady Digby, Miss Gurney, Mr. Eve, and Mr. Buxton, members of the Council. The visit was of a semi-private character, and hence there was no official reception by the Mayor and Corporation of Ipswich. The High School was reached at two o'clock, and here the Princess was received by members of the Local Committee, with whom were Miss Youngman, the late Headmistress, Miss Kennett, the present Headmistress, and Mr. McDowall, Secretary to the G.P.D.S. Co. The girls, two hundred in number, were drawn up on either side of the Lower Hall, and presented an exceedingly bright appearance in their white dresses and sashes of crimson, the school colour. The Princess graciously consented to walk up the hall between the lines of girls and to receive a bouquet from Janet Steward, of Form II., the daughter of Mr. W. Steward, a member of the Local Committee. She then made the tour of the class-rooms, escorted by Mr. Bousfield, Miss Youngman, and Miss Kennett. Luncheon was served in the Upper Hall at 2.15. The number of invited guests included, in addition to those already mentioned, the Mayor of Ipswich, the Marquis of Bristol, Lord Lieutenant of the county, Sir Charles Dalrymple, M.P., Major Bond (in command of the Volunteer guard of honour), and Mr. John Farmer. At four o'clock the party adjourned to the Council Chamber of the Town Hall, where, after several songs by the pupils, under the conductorship of Mr. Farmer, and an exhibition of drill, Mr. Bousfield made a short speech, in which he explained the aims and ideals of the schools of the G.P.D.S. Co., and expressed the gratitude of the Council to Miss Youngman, who for twenty-one years had watched over and guided the development of the Ipswich School with so much energy and judgment. The Princess then distributed the prizes, after which a vote of thanks to her was proposed by Mr. Bousfield, and seconded by the Mayor. Lord Bristol also spoke to the resolution, which was unanimously carried. The Marquis of Lorne having briefly responded, the proceedings were closed by the singing of "Auld Lang Syne," the hymn "O God, our help in ages past," and "God save the Queen." The bouquet given to the Princess at the Town Hall was presented by Sybil Casley, of the Kindergarten, and the programme was handed to her Royal Highness by Judith Becher, of the Transition Class. At the conclusion of the afternoon's proceedings the Princess and her party partook of tea in the Mayor's parlour at the Town Hall, and left for London at six o'clock.

PRIZE COMPETITIONS.

The Translation Prize for this month is awarded to "Tisserand."

Que Mme Sarah Bernhardt ait du talent, un grand talent, du génie même, si nous y tenons, on ne songe pas à le contester. Mais ce génie seul a-t-il fait d'elle l'espèce de personne étourdissante, éclaboussante, écrasante, ébouriffante, qu'elle est devenue, et dont il faut baisser la mule, si l'on ne veut pas que ses fanatiques vous lynchent immédiatement? A-t-elle bien conquis ce royaume de Saba, ou de Sabbat, par les seuls moyens poétiques, et son énorme et tumultueuse célébrité n'est-elle faite que de sonnets et de vers à la lune? Non, et la "Grande Sarah," en réalité, n'a pas lutté que pour son art, mais pour une notoriété fâcheuse, criarde, turbulente, implacable aux notoriétés voisines, avide, néronienne, et qui apparaît bien précisément comme le dernier mot de ce que nous appelons la "lutte." Toujours, partout, quand même, on la retrouve luttant. Luttant par ses chapeaux, luttant par ses toilettes, luttant par ses chiens, luttant par ses nègres, par ses poètes, par ses panthères apprivoisées! Tout cela, on ne sait comment ni pourquoi, s'est toujours transformé pour elle en moyens de lutte, en instruments de règne et de réclame destinés à tyranniser le badaud.

Plût-il peut-être encore que grande artiste, la Grande Sarah est donc surtout une grande tombeuse. Les auteurs, avec elle, ne font plus que des drames à sa mesure, des pièces à son moule, des besognes de complaisance. Tombés, les auteurs! La critique est fascinée, terrorisée, ligottée. Tombée, la critique! Le public, dès qu'il s'agit d'elle, accepte tout, rôle d'admiration sous son pied, se récrie sans même en avoir envie. Tombé, le public! La vie d'une pareille Andromaque n'est plus une vie, mais une arène, et une arène de chez Marseille, où tout le monde mord la poussière, excepté Marseille lui-même. Mme Bernhardt est effrayante, et son activité diabolique, ses déplacements inquiétants. Elle n'est pas six mois à Paris qu'elle fond tout à

(Continued on page 388.)

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The critique of Sarah Bernhardt was an excellent specimen of modern French journalism—vigorous, racy, almost bordering on slang. The versions received were, with few exceptions, timid, literal, and consequently stilted and unidiomatic. Can you conceive your version appearing in the *Times* or the *Daily Chronicle*?—that is a test that each competitor should have applied; but not more than one in fifty would have satisfied the test.

Si nous y tenons, "if we insist on it," "if you will." *Etourdissante*, &c.: the four epithets are synonymous of "astounding," and the feature to be preserved is the alliteration. I would suggest "dashing, splashing, flashing, crashing." *De Saba, ou de Sabbat*: the English "Sabbat" is

a dictionary word, unknown to the ordinary newspaper reader, and a literal translation falls flat. "Has she made herself a Queen of Sheba or she-devilry (or of the Satanic school)?" is not brilliant, but intelligible. Again, "Is her fame that has gone forth into all lands nothing but 'Shakespeare and the musical glasses'?" is perhaps too free, but surely it conveys the meaning better than "Is her vast and tumultuous celebrity composed only of sonnets and verses to the moon?" *Fâcheuse*, "aggressive"; *néronienne*, "which out-Neros Nero"; *le dernier mot*, &c., "the *ne plus ultra* of our modern competition (or pushfulness)"; *quand même*, "in season and out of season"; *tyranniser le badaud*, "to captivate the quidnuncs." *Tombeuse* will not be found in the dictionaries, but *tombéur* is given by Littré as "a champion athlete who has overcome his antagonist." The word is slang, and "knock-out" is hardly too slangy. *Tombés, les auteurs*, "down go the playwrights." *Rôle d'admiration*, "cringe and grovel at her feet, and involuntarily sing her praises with their expiring breath (as they lie crushed beneath her car)." It is only by a periphrasis that the full force of *rôle* can be given. *La vie*, &c.: to translate is comparatively easy: "For an Andromache such as she life is nothing but a prize-ring, a prize-ring like that of the Marseille troupe, where every combatant bites the dust except Marseille himself." But the allusions are obscure. "Andromaque" is of course the play of Racine in which the Bernhardt took the title *rôle*: Marseille is the Jem Smith of the *fêtes foraines*, the prize wrestler, whose name has almost passed into a common noun. Again, for the last sentence I would suggest a freer rendering than any ventured on: "And it is not only the storm and stress, the name and fame, of an artist to which she aspires; she enters for every race and would be first in all." To gather up the fragments that remain: "to kiss the hem of her garment" sounds more natural than "to kiss her slipper." Only one unfortunate confused *mule* and *mulet*. "The divine Sarah" was the accepted sobriquet when she was acting in London. *Quand même*, as one competitor reminded me, is her motto, but I can hardly think that any allusion to it is here intended.

The Extra Prize for May is awarded to "Craigie" for the following sentence made up of initial words from page 296:—

"It was a magnificent joke of the *Times* to tickle the leg of Dr. Gorst, and hard labour for the Government to remove the moral scandal which the performance created in the elementary schools."

A Prize of Two Guineas is offered for the best translation of the following passage from Michelet's "History of the French Revolution":—

Les vieillards qui ont eu le bonheur et le malheur de voir tout ce qui s'est fait dans ce demi-siècle unique, où les siècles semblent entassés, déclarent que tout ce qui suivit de grand, de national, sous la République et l'Empire, eut cependant un caractère partiel, non unanime, que le seul 14 juillet fut le jour du peuple entier. Qu'il reste donc, ce grand jour, qu'il reste une des fêtes éternelles du genre humain, non seulement pour avoir été le premier de la délivrance, mais pour avoir été le plus haut dans la concorde!

Que se passa-t-il dans cette courte nuit, où personne ne dormit, pour qu'au matin, tout dissentiment, toute incertitude disparaissant avec l'ombre, ils eurent les mêmes pensées?

On sait ce qui se fit au Palais-Royal, à l'Hôtel de Ville; mais ce qui se passa au foyer du peuple, c'est là ce qu'il faudrait savoir.

Là pourtant, on le devine assez par ce qui suivit, là chacun fit dans son cœur le jugement dernier du passé, chacun, avant de frapper, le condamna sans retour. . . . L'histoire revint cette nuit-là, une longue histoire de souffrances, dans l'instinct vengeur du peuple. L'âme des pères qui, tant de siècles, souffrirent, moururent en silence, revint dans les fils et parla.

Hommes forts, hommes patients, jusque-là si pacifiques, qui deviez frapper en ce jour le grand coup de la Providence, la vue de vos familles, sans ressource autre que vous, n'amollit pas votre cœur. Loin de là, regardant une fois encore vos enfants endormis, ces enfants dont ce jour allait faire la destinée, votre pensée grandie embrassa les libres générations qui sortiraient de leur berceau, et sentit dans cette journée tout le combat de l'avenir! . . .

L'avenir et le passé faisaient tous deux même réponse; tous deux, ils dirent: "Va!" . . . Et ce qui est hors du temps, hors de l'avenir et hors du passé, l'immuable Droit le disait aussi. L'immortel sentiment du juste donna une assiette d'airain au cœur agité de l'homme, il lui dit: "Va paisible, que t'importe? quoi qu'il t'arrive, mort, vainqueur, je suis avec toi!"

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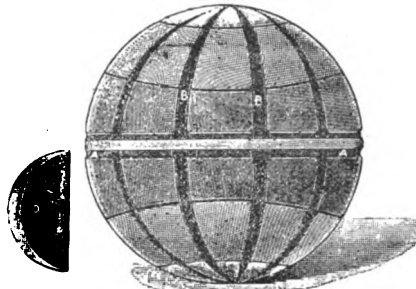
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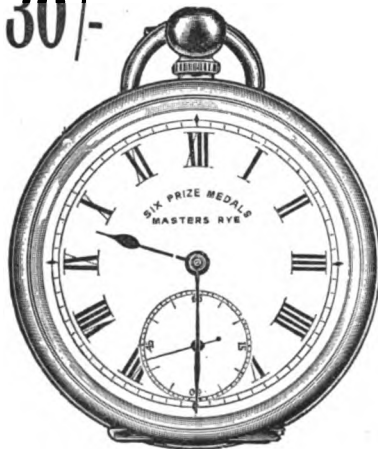
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ASSISTANT-MISTRESS (28)
desires Re-engagement for September in a good School. High School experience. Certificates include London Matriculation and Senior Royal Academy. Excellent testimonials.—M. K., The Filberts, Northchurch, Berkhamstead, Herts.

RE-ENGAGEMENT desired for
September as ASSISTANT MUSIC MISTRESS in good School. Senior Royal Academy and Cambridge Certificates. Pianoforte, Harmony. Successful in preparing pupils for School Examinations of Associated Board. Address—Miss EACOTT, The Old Grammar School, Thame, Oxon.

ASSISTANT-MISTRESS desires
Re-engagement. English, French (Gouin system), German, elementary Mathematics, Physiology, Botany. Trained and experienced. Good disciplinarian. Address—No. 3,701.

WANTED, in September, Post as
FIRST FORM MISTRESS, Non-resident. Froebel Higher Certificate. Five years' High School experience. Address—No. 3,699.

A FRENCH LADY (Parisian Diplôme)
desires Engagement as PROFESSOR OF FRENCH in good High School. Experienced Teacher. First-class references. Coaches for Examinations. Address—M. B., Woodcote Villa, Woodcote, Epsom.

FRENCH PROTESTANT LADY
(Diplôme Supérieur), disengaged end of July, requires Post in Private or Public School. Apply to MADEMOISELLE, Hatherleigh, Church End, Finchley, London, N.

TRAINED, experienced TEACHER
seeks a Post as FORM or VISITING MISTRESS. L.L.A. Diploma. Subjects: English, French (Gouin), German, Latin, Mathematics, Physiology, Botany, Drawing (Ablett's), Needlework. London or neighbourhood preferred.—D., 131 Mount View Road, N.

RE-ENGAGEMENT required in
September by a Certificated and experienced GYMNASIAC MISTRESS. Gymnastics, Swedish Drill, Calisthenics, Physiology, and Hygiene.—E. B., 128 Stroud Green Road, London, N.

WANTED, Christmas Term,
Visiting Post in or near London as Teacher of Swedish Gymnastics, by thoroughly trained and experienced Teacher. Address—No. 3,698.

A LADY, well qualified and experi-
enced, desires Appointment in September as VICE-PRINCIPAL to assist in general management and tuition. West of England preferred. Excellent testimonials. Address—No. 3,692.

EXPERIENCED GERMAN
MISTRESS, holding Certificate of English University, desires non-resident Post for September. Able to take Junior Form. Best references. Address—No. 3,693.

SITUATIONS VACANT.

TO ASSISTANT-MISTRESSES.

SEPTEMBER (1899) VACANCIES.

GRADUATES, Undergraduates,
Trained and Certificated High School Teachers, Foreign, Music, and Kindergarten Mistresses, and other Senior and Junior Teachers seeking Appointments in Schools for September next, and who are desirous of having their requirements set forth in Messrs. Griffiths, Smith, Powell & Smith's Printed List, are invited to apply (as soon as possible) to the Firm. This List will contain particulars as to the qualifications, &c., of Assistant-Mistresses desiring engagements, and will shortly be sent to the Headmistresses and Principals of all the Public and Private Schools in Great Britain and Ireland, in the Colonies, and on the Continent, &c. Candidates for Appointments will be supplied with early notice of all the best vacancies. Address—Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Established 1833), 34 Bedford Street, Strand, London.

HOLBORN ESTATE GIRLS'
SCHOOL, 19 HOUGHTON STREET, STRAND, LONDON. — Non-resident SCIENCE MISTRESS required, in September, in middle-class School of about 70 pupils. Willing also to take the Literary Work of small Form. Age must not exceed 28. Salary £120. Apply (letter only, enclosing copies of testimonials, which will not be returned) to the HEADMISTRESS.

MASON UNIVERSITY COL-
LEGE, BIRMINGHAM.
ASSISTANT LECTURESHIP IN THE GERMAN LANGUAGE.

The Council invite applications for the above appointment. Stipend £125 per annum. Candidates must be graduates of a British or German University, or have passed the German *Staats Exam.* Applications, accompanied by testimonials, should be sent to the undersigned, not later than Saturday, the 10th of June. The Candidate elected will be required to enter upon his duties on October 1st, 1899. Further particulars may be obtained from

GEO. H. MORLEY, Secretary.

MASON UNIVERSITY COL-
LEGE, BIRMINGHAM.
ASSISTANT LECTURESHIP IN ENGLISH LANGUAGE AND LITERATURE.

The Council invite applications for the above appointment. Applications, accompanied by testimonials, should be sent to the undersigned, not later than Saturday, the 24th of June. The Candidate elected will be required to enter upon his duties on 1st October, 1899. Further particulars may be obtained from

GEO. H. MORLEY, Secretary.

EGYPTIAN GOVERNMENT
SCHOOLS.—FIVE ASSISTANT-MASTERS required, to begin work in October, in Cairo Secondary School, under Ministry of Public Instruction. Masters to teach in English exclusively. One of them principally Physics and Chemistry, two of them principally Mathematics, and two others principally English. Over 300 boys. English Headmaster. Teaching hours, on an average, three daily, Fridays excepted. Summer vacation not less than two months annually. Graduates of Oxford or Cambridge preferred. Salary about £295 per annum (£E288), rising to about £393. Civil Service Pension Scheme. Allowance for passage out to Egypt.

Applications, accompanied by copies only of testimonials, must be sent in before June 30, 1899, marked outside "English Masterships," and addressed to the SECRETARY-GENERAL, Ministry of Public Instruction, Cairo, Egypt, to whom candidates may apply for further information.

HEADMISTRESS required for
MACCLESFIELD HIGH SCHOOL FOR GIRLS. To commence duties next term. Apply, stating qualifications, to A. G. GRAY, Hon. Secretary, Bank House, Macclesfield, who will supply full particulars.

TO ASSISTANT-MISTRESSES.

SEPTEMBER (1899) VACANCIES.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Est'd. 1833), 34 Bedford Street, Strand, London, invite immediate applications from well qualified Assistant-Mistresses for the following Appointments:-

Two Non-resident MISTRESSES for Public School; one for higher English, with Arithmetic and Elementary French, Degree or Public School experience, salary £100; and one for Advanced French and German, with Junior English. £100 to commence. —Nos. 672 and 673.

GRADUATE of London or other British University as SCIENCE MISTRESS for Public School (London). Chemistry, Practical and Theoretical. £100 non-res. —No. 838.

HEAD ENGLISH MISTRESS for Public School near London. To prepare girls for Examinations. Age over 28. Salary £80 res., with Harmony, or £70 without Harmony. —No. 667.

HEAD TEACHER, able to prepare for Higher Local, &c. Mathematics, Physiology, Hygiene. £70 res. —No. 725.

English, Arithmetic, Latin, and Mathematics. £60 res. —No. 643.

ASSISTANT-MISTRESS for Country School. £80. —No. 714.

HEADMISTRESS for first-class Private School. One young preferred, and able to arrange general work. Wanted at once, or later. Good salary. —No. 746.

MUSIC MISTRESS, with Freehand and Model Drawing, for first-class School near London. Piano and Solo and Class Singing. £70 res. —No. 783.

MUSIC MISTRESS for first-class Seaside School. R.A.M. or R.C.M. Student necessary. Good salary res. —No. 776.

MODERN LANGUAGE MISTRESS. Thorough French and German acquired abroad. £60 res. High School, near London. —No. 627.

GRADUATE for Private School, as HEAD-MISTRESS. Fair salary res. —No. 779.

B.A. or L.L.A. for English, Latin, Greek, and French. £55 res. —No. 508.

HEAD ENGLISH TEACHER for London School. £55 res. —No. 820.

GRADUATE for good Latin, Mathematics, and English. —No. 823.

GRADUATE or UNDERGRADUATE as Senior English Mistress. Fair salary res. —No. 792.

Many other vacancies in Public and Private Schools, for English and Foreign, Senior and Junior, Assistant-Mistresses.

40 Student-Governesses also required at once, and in September, for superior Schools on mutual terms, namely:—Board, Residence, and Educational advantages in return for services. List, with particulars of Vacant Appointments in Schools, forwarded, on application, to all candidates for appointments.

FROEBEL EDUCATIONAL

INSTITUTE, WEST KENSINGTON, W. —Certificated, experienced MISTRESS wanted for First Form, in September. Good English and French. Salary £90 (to commence with) non-resident. Kindergarten Certificate desirable. Application should be made, in writing, to the PRINCIPAL before June 20th.

FROEBEL EDUCATIONAL

INSTITUTE, WEST KENSINGTON, W. —Certificated and experienced KINDERGARTEN ASSISTANT-MISTRESS wanted in September. One with a knowledge of Sloyd preferred. Salary £75 (to commence with). Non-resident. Application should be made, in writing, to the PRINCIPAL before June 20th.

DULWICH HIGH SCHOOL

(G.P.D.S.Co.), THURLOW PARK ROAD, S.E. —Wanted, in September, an ASSISTANT-MISTRESS. Good Botany, elementary Mathematics, Games. Also a STAFF MISTRESS for Gymnastics, Games, and elementary Mathematics, or Needlework. Apply to the HEADMISTRESS.

VACANCY for resident MUSIC

STUDENT, Violin and Pianoforte, in Girls' School. Preparation for examinations, R.A.M. and R.C.M. Address—S. Katharine's School, Wantage.

EDGBASTON HIGH SCHOOL

FOR GIRLS, LIMITED.—Wanted in September, a SECOND MISTRESS. Degree or equivalent and experience essential; also knowledge of outdoor games. Applications, with testimonials, and stating age, subjects, experience, &c., to be sent to the Secretary, Mr. T. H. RUSSELL, 18 Newhall Street, Birmingham, by June 15th.

SCHOLASTIC.—SEPTEMBER

(1899) VACANCIES. —Graduates and other English and Foreign Assistant-Masters who are desirous of having their qualifications and requirements brought before Headmasters and Principals of Public and Private Schools should apply at once to **GRIFFITHS, SMITH, POWELL & SMITH, Tutorial Agents (established 1833), 34 Bedford Street, Strand, London, W.C.** Early notice of vacancies forwarded to all candidates.

THE HIGH SCHOOL, NOR-

WICH.—JUNIOR MISTRESS wanted in September next. Must be able to help in Science Classes (Prof. Armstrong's system), and take junior Geography and Needlework. Apply, with photograph, to the HEADMISTRESS.

EDGBASTON CHURCH COL-

LEGE, LIMITED.—Required for September (1) Non-resident FORM MISTRESS, History Tripos preferred. (2) Resident ASSISTANT HOUSE-MISTRESS, experience essential. Both must be Churchwomen, and should assist with games. (3) Resident JUNIOR FRENCH MISTRESS, Protestant. Elementary German and Drawing desirable. Apply, with full particulars—HEADMISTRESS, College, Calthorpe Road, Birmingham.

BIRKENHEAD HIGH SCHOOL,

BOXTON.—ASSISTANT-MISTRESS required in September. Special subjects: Latin, Mathematics, elementary Science, Drill. Graduate. Church of England. Age between 20 and 30. Address—HEAD-MISTRESS.

BANGOR COUNTY SCHOOL

FOR GIRLS.—Wanted, for September, a FORM MISTRESS. Subjects: History, Geography, Literature, and good French acquired abroad. Training or experience in a public school. Degree or equivalent essential. Salary £100. Apply, before June 14th, to HEADMISTRESS.

BOLTON HIGH SCHOOL FOR

GIRLS.—Two FORM MISTRESSES are required for September. Botany, Geography, elementary Physics, French, German. There will also be a vacancy for a KINDERGARTEN STUDENT. Apply to the HEADMISTRESS.

WANTED, in Public School, in

September, two Non-resident FORM MISTRESSES (Churchwomen). Special subjects: (1) Mathematics, (2) Classics and some English. Degree or equivalent. Address—HEADMISTRESS, Merchant Taylors' Girls' School, Crosby, Liverpool.

REQUIRED, in September, for the

ROYAL NAVAL SCHOOL FOR GIRLS, TWICKENHAM, a Resident HEAD ENGLISH MISTRESS, to prepare Girls for the Local Examinations in English, Arithmetic, and, if possible, Harmony, and to share in the supervision of the school. Apply to the LADY PRINCIPAL.

RESIDENT FOREIGN MIS-

TRESS wanted, in September, to teach French and German in a superior Girls' School near London. Must be a Protestant, experienced in Class Teaching, and accustomed to prepare for Examinations. State salary and send testimonials to B. S., c/o Mr. Wilbee, Harrow-on-the-Hill.

WANTED, in September, as Resi-

dent in a good Girls' School, a trained KINDERGARTEN MISTRESS, capable of directing small Kindergarten and Transition Class, and also able to teach Gymnastics and Outdoor Games to older girls. State salary and send testimonials to B. S., c/o Mr. Wilbee, Harrow-on-the-Hill, Middlesex.

THE GIRLS' SCHOOL COM-

PANY, LIMITED.—THE HIGH SCHOOL FOR GIRLS, HELENSBURGH, DUMBARTONSHIRE.—Wanted, in September: (1) ASSISTANT-MISTRESS. Non-resident. Upper School work chiefly. Advanced Latin and Mathematics. Salary £100. (2) Intermediate MUSIC MISTRESS. Non-resident. Frankfurt (Hoch Conservatorium) preferred. Guaranteed salary £70. Apply to HEADMISTRESS.

PREPARATORY SCHOOL FOR

BOYS, MARITZBURG, NATAL.—Wanted, a Resident ASSISTANT-MISTRESS for Form 1. Class Singing essential. Salary £55, £60, £65, for three successive years, with Board and Laundry. The lady appointed must be prepared to sail in time to begin work on 1st August. Apply, by letter, with full particulars, to Miss WALKER, St. George's Training College, 5 Melville Street, Edinburgh.

A RESIDENT MUSIC MISTRESS

is required for September. Experienced, and able to prepare pupils for the Examinations held by the Associated Board. Applicants must have had a thorough training at either the R.C.M. or R.A.M. under a well-known master, and have made the Pianoforte the principal study. Address, stating fully qualifications, age, experience, and salary required—Miss WILSON, Boston House, Meads, Eastbourne.

A SECOND MISTRESS is required

for S. CATHERINE'S SCHOOL, BRAMLEY, GUILDFORD, next September. Church of England. Resident. Good Latin and Mathematics. Apply—The HEADMISTRESS.

HIGH SCHOOL, SWANSEA.—

Intermediate Education. September. Wanted, MISTRESS. Literature and English in several Forms, elementary French. Degree, training, preferred. Application, salary required, testimonials, to be sent to HEADMISTRESS.

G.P.D.S.C., CLAPHAM MODERN

SCHOOL.—Wanted, in September, Two FORM MISTRESSES. Essentials:—Mathematics, elementary Experimental Science, and good French, supplemented by English, Needlework, or Games. Apply to the HEADMISTRESS.

A ASSISTANT-MISTRESS wanted

for School in Siam. Good English, Drawing, and Painting. Public School experience. Salary £280 a year. Journey paid. Age 24 to 32. Apply to Miss COOPER, Joint Agency for Women Teachers, 74 Gower Street, W.C.

WANTED, for September, ASSIS-

TANT-MISTRESS. Science Tripos or B.Sc. essential. Apply, with full particulars, to Miss PHILLIMORE, The High School, G.P.D.S., York.

ROAN SCHOOL FOR GIRLS,

GREENWICH.—Wanted, in September, a SCIENCE MISTRESS, specially qualified in Physics. Degree or equivalent essential. Entire charge of new Physical Science room. Salary £120 to begin. Apply—Miss WALKER.

REQUIRED, in September, Resi-

dent SENIOR MISTRESS. Experienced. B.A. (Lond.) preferred. Subjects: good Mathematics, Latin, English Language, Geography, Scripture. Address—Mrs. WATSON, Halliwick Manor, New Southgate, N.

WHEELWRIGHT GIRLS'

GRAMMAR SCHOOL, DEWSBURY.—Wanted, two ASSISTANT-MISTRESSES. Subjects: (1) French, German, English Language, Literature, Scripture; (2) History, Geography, advanced; English Literature, Mathematics, Scripture, and French, elementary.

LIVERPOOL COLLEGE, HUY-

TON, LIVERPOOL.—Wanted, in September: (1) HOUSE MISTRESS. Swedish Drill, Dancing. To help in Housekeeping. (2) KINDERGARTEN STUDENT. Can prepare for the Higher Froebel Certificate. Apply to HEADMISTRESS.

TIFFINS' GIRLS' SCHOOL,

KINGSTON-ON-THAMES.—Wanted, for September, MISTRESS for Upper Class. Advanced German essential. For application form apply to the HEADMISTRESS.

THE TAUNTON FREE

CHURCH SCHOOL FOR BOYS (formerly Independent College). —HEADMASTER for the above School wanted, September next (the present Headmaster having been appointed Headmaster of the Leighton Park School, Reading). Applicant must be a member of a Protestant Trinitarian Free Church, and a graduate of a British University, age over 30 and under 45. The premises provide accommodation for 150 boarders. Salary (in addition to Residence) £250, and a capitation fee of £2 for every boarder, and £1 for every day pupil. On the present number of pupils, this would amount to £372.

Application, with qualifications and original testimonials, to be sent to the undersigned on or before the 15th June next. ALBERT GOODMAN,

3 Hammet Street, Taunton.
May 20th, 1899.

CLERGY DAUGHTERS'

SCHOOL, CASTERTON, KIRKBY LONSDALE.—Required, in September, Trained MISTRESS to teach Mathematics and Classics up to Higher Local standard. Resident. Evangelical. Apply—HEADMISTRESS

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers with University qualifications (degree or equivalent), requiring Posts in Public or Private Schools, are invited to apply to the Hon. Sec. No commission is charged when work is obtained through the Registry, but continued membership is expected. Subscription 5s. per annum. For full particulars apply to the Hon. Sec., 48 Mall Chambers, Kensington, W.

THE COUNCIL of the GIRLS' PUBLIC DAY SCHOOL COMPANY, LIMITED, will shortly appoint HEADMISTRESSES for their Gateshead and Maida-Vale High Schools. Salary in each case £250 per annum besides capitation fees. Applications must be sent, not later than June 7, to the SECRETARY of the Company, 21 Queen Anne's Gate, London, S.W., from whom further information may be had.

SEPTEMBER VACANCIES, 1899.—THE NEWNHAM EDUCATIONAL AGENCY invites trained and certificated Head and Assistant Mistresses (English and foreign) to register their names. An early application is desirable.—34 Davies Street, Berkeley Square, London.

LANGUAGE MISTRESS, Resident, wanted for Private School in September. Experienced, good disciplinarian. Able to prepare pupils for University Examinations. Apply, stating salary, age, and experience, to PRINCIPAL, Union Grove House, Aberdeen.

ST. GEORGE'S HIGH SCHOOL FOR GIRLS, EDINBURGH.—Wanted, in October, Non-resident ASSISTANT-MISTRESS to take charge of Junior Form and teach some subjects in other forms. Special subjects desired: Geography, Drawing (Ablett's system), and Science. Candidates must have been trained to teach, must be able to maintain discipline by personal influence, and must be qualified to take an active interest in School Games. Apply, with full particulars, copies of testimonials, and names of personal referees, to the HEADMISTRESS, 5 Melville Street, Edinburgh.

ABERYSTWYTH COUNTY SCHOOL.—Wanted, SCIENCE TEACHER (chiefly Chemistry, Botany, and Physics). Salary £120 a year. University Degree and experience necessary. Also ASSISTANT-MISTRESS. Salary £80 a year. Experience necessary. Applications, stating age and qualifications, with testimonials (not more than six), to be sent, by June 26th, 1899, to the Clerk, JOHN EVANS, 6 Portland Street, Aberystwyth.

WELL qualified and experienced MUSIC MISTRESS required, in September, in small high-class Boarding and Day School. Violin and Singing desirable, or some other subject. Address—No. 3,695.

WANTED, in September experienced FORM MISTRESS for High School (Public). Special subjects: Mathematics and Latin. Churchwoman. State salary, Resident. Address—No. 3,690.

VACANCY, in September, for STUDENT TEACHER (over 18) in Public High School. Advanced lessons in Piano, Violin, Painting, or Modern Languages. Training in teaching. Resident. Address—3,691.

WANTED, at Half Term, in Private School, North London, JUNIOR MISTRESS at moderate salary; and **TEACHER for Class Singing.** Also ASSISTANT-MISTRESS in September. All Non-resident. Address—No. 3,689.

WANTED, in September, in High School near London, SECOND MUSIC MISTRESS, Resident. Piano and good Class Singing essential. Address—No. 3,687.

WANTED, NEXT TERM, in high-class Girls' School, two Resident FORM MISTRESSES. Special subjects: Latin, Mathematics, Geography, and Drawing. Wood Carving an advantage.—PRINCIPAL, 9 Waterloo Road, Southport.

WANTED, in September, a Young GRADUATE to teach in a School in London. Man anxious to be trained as a teacher preferred. Address—No. 3,714.

WANTED, in September, in Girls' Public School, good experienced FRENCH MISTRESS. Resident. Salary £70. Address, stating age and experience, and enclosing copies of testimonials—HEADMISTRESS, Howell's School, Llandaff.

WANTED, in September, in a large Boarding School near London, a Resident HEAD ENGLISH MISTRESS, Certificated (degree or equivalent), trained and experienced. Essential subjects: English and Arithmetic. Latin and Games desirable. Must share in the out of school supervision. Address, giving full particulars and stating salary to—No. 3,710.

WANTED, in September, in London School, G.P.D.S.C., FORM MISTRESS, Upper School, with Classics, Oxford or Cambridge. Also FORM MISTRESS, Lower School, with German, highest Forms. Should be of German and English parentage. Both should have been trained, or accustomed to High School work. Address—No. 3,707.

WANTED, in September, FORM MISTRESS. Usual subjects; some Science required. Salary £85-90. Address—No. 3,704.

WANTED, for a large High School near London (G.P.D.S.C.L.), a JUNIOR FORM MISTRESS with Drilling Certificate. Also a KINDERGARTEN MISTRESS. Address—No. 3,697.

A SALARIED PARTNER, with or without view to succession, required, in September, in a high-class Boarding and Day School in the North. Capital or connexion necessary. Must be experienced and highly certificated. Address—No. 3,694.

PENARTH COUNTY SCHOOL FOR GIRLS.—Required, in September, MISTRESS to take Form I. and to teach, as special subjects, French and German throughout School. Must have experience. Apply—HEADMISTRESS.

JUNIOR GOVERNESS required at once in good-class School. Certificated preferred. Great advantages to one who wishes to gain experience.—PRINCIPALS, Collegiate School, Louth, Lincs.

SOUTHLANDS TRAINING COLLEGE, BATTERSEA, S.W.—Wanted an ASSISTANT-MISTRESS OF METHOD, to enter on duty in September next. For particulars apply to the PRINCIPAL.

REQUIRED in Private School, in N.W. London, Young Lady Resident TEACHER. Subjects: excellent English, good Latin, elementary Drawing and Music. Experience. University qualifications. Salary £40 to £45. Address—No. 3,723.

WANTED, in September, in Yorkshire School, Non-resident ASSISTANT-MISTRESS to teach good French or German Geography, and Botany. Training or experience essential, also good Discipline. Address—No. 3,712.

WANTED, in September, Resident Trained MISTRESS for Private Boarding and Day School. Ordinary Class subjects required, good Arithmetic, French, and Drawing, also Botany. State salary required. Address—No. 3,715.

WANTED, in September, a Resident ASSISTANT-MISTRESS for small Private School in Westmoreland. Good French, Music, Botany (elementary) essential. State age, salary, and qualifications. Address—No. 3,719.

WANTED, in September, (1) MUSIC MISTRESS (Piano and Class Singing); (2) FORM MISTRESS, Graduate preferred. Apply—HEADMISTRESS, Wallasey High School, Liscard, Cheshire.

WANTED, at once, HEAD ENGLISH MISTRESS in good Private School. Resident or non-resident. Preference given to one who would be eligible for Partnership. Address, stating full particulars—No. 3,727.

LORD WILLIAMS' GRAMMAR SCHOOL, THAME.

The HEADMASTERSHIP of this School will be vacant at the close of the present term. Candidates, who must be Graduates of some University within the British Empire, are invited to send their applications and testimonials to the Clerk to the Governors, Mr. WILLIAM PARKER, Thame, on or before the 24th of June next.

The School is one for Day Boys, and for Boarders who reside in the Headmaster's house, and is conducted under a Scheme made by the Endowed Schools Commissioners. A Copy of the Scheme may be obtained from the Clerk.

The Headmaster receives a Salary of £150 per annum, together with a Capitation Fee of £2 per annum for every boy in the School, and an allowance for Assistant-Masters, which has varied from £200 to £100 a year, according to the number of boys in the School. The Headmaster's residence is free of rent, rates, and taxes, with accommodation for about 45 Boarders. The payments for a Boarder, apart from the tuition fee, are £33 a year above 12 years and £30 under that age.

New Science Buildings have been recently erected. The School ranks as an Organized Science School under the Science and Art Department. The Oxfordshire County Council give a Grant towards the Salary of a Science Master, which is augmented by the Governors.

The Headmaster will be required to commence his duties in the Term commencing in September next.

REQUIRED, September, Certificated FORM MISTRESS. Disciplinarian, Experienced. Essential subjects: English, French, Drill, elementary Science. Also KINDERGARTEN STUDENT. Preparation for Froebel Certificate in return for services given. Address—No. 3,713.

GIRLS' COUNTY SCHOOL, WREXHAM.—Wanted, for September, Resident SCIENCE MISTRESS. B.Sc. or equivalent. Science to Matriculation standard; some Mathematics and English. Salary £70. Application to be sent early to HEADMISTRESS.

TOO LATE FOR CLASSIFICATION.

ELOCUTION.

MISS ROSE PATRY [pupil of Miss Bateman (Mrs. Crowe) and Mrs. Emil Behnke, and Authoress of "A Practical Handbook on Elocution"] visits Schools, holds Classes, and gives Private Lessons. School Entertainments arranged. Breath Management; Voice Production; Gesture; Reading and Dramatic Recitation taught. For terms, &c., apply to Miss PATRY, 182 Holland Road, Kensington, W.

TO BE SOLD.—CHORLTON-CUM-HARDY.—A first-class School, with Kindergarten, to be sold. Arrangements by private treaty. Address—L., Chorlton-cum-Hardy, Manchester.

PARTNERSHIP OR SALE.

The opportunity is offered to a capable and experienced Educationalist, who has a connexion amongst Parents of high social position, to purchase or become a Partner in a School of the highest class for Gentlemen's Daughters at a fashionable seaside health resort. The School is under distinguished University patronage. The Staff is an exceptionally strong one, and the Premises are practically perfect, with every modern educational appliance, and with separate Boarding Houses, Fives Courts, Tennis Courts, Playing Fields, and Grounds, in all of about 18 acres. At present there are 40 Boarders, the fees ranging from 90 to 111 guineas, exclusive of extras; and 22 Day Pupils and Day Boarders at high fees. Receipts over £6,000 per annum. The School is steadily increasing in numbers. The Buildings would accommodate 100 Boarders. For details, apply to GABBITAS, THRING, & Co., 36 Sackville Street, London, W. No charge to purchasers.

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philosophical, &c. Different type is used to indicate the four divisions. The chart is mounted on linen, and is so constructed that it can easily be divided into four parts. It should prove of great service to students."
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Let us first inquire how we gain knowledge. By accurate and wide observation, abstraction, generalization, and experiment, we may arrive at truths general and unassailable, which we call “laws.” But, if our observation be faulty, abstraction imperfect, generalization too wide or too narrow, if circumstance be mistaken for condition, or one condition be left out, the inference made is untrue. Obviously this is a work of great difficulty, and requires special training. We also gain knowledge by the application of an established truth to particular cases; in the case of child-psychology the truths must be discovered and established before we can apply them.

These two, I need not say, are both scientific methods, and we are inclined to look somewhat shame-faced, and to feel very small, when some one accuses us of being unscientific. But my knowledge of my friend, or of a book, is not scientific knowledge, nor was it gained by scientific means; indeed, I may have a great deal of scientific knowledge about a human being, and yet not deceive myself for one minute into thinking that I know *him*, *i.e.*, his personality. Those truths by which we live and die, and for which thousands have thought it worth while to live and die—that knowledge which actuates our conduct, and makes one person differ from another, was not gained, nor can it be demonstrated, by scientific methods. Think how very few of our thoughts or methods of procedure depend on scientific knowledge. When we get up and walk to the door, with perfect certainty that we shall arrive there, it is not done by the help of our knowledge of the laws of gravitation or of mechanics or physics. Think also how very few of the race have made any scientific discoveries at all, or have any genuine scientific knowledge; think how short has been the reign of science in comparison with the time taken in the evolution of such knowledge as man even now possesses. We gain knowledge of a soul by soul, and by soul I mean “all the higher parts of nature—the knowings, feelings, wishings, and willings”; we know the true self by intuition, spiritual insight, sympathetic response. This means of arriving at truth is, I think, no more to be ignored in child-study than in other matters, and, though it is not everything, and we cannot claim that anything known by such means is science, yet by such means many valuable suggestions may be made to scientists; and by such means those who have children to bring up and educate will be brought into that sympathetic attitude with regard to them which will certainly conduce to the attainment of the end that our Association desires—the renaissance of childhood and the destruction of cut-and-dried methods.

As an example of the kind of work I refer to, let me take Children's Interests as a subject, and try to show how light may be thrown on it by the observation of ordinary folk. I shall use the word “interest” in its popular sense, to mean the pleasurable accompaniment of attention only, since, when we speak of the reverse, we generally qualify the word “interest” by an adjective, and by “interests” I mean those occupations or objects which attract attention because the act of attending gives pleasure to him who attends.

The question, then, is: “What are those objects or occupations to which a child turns his attention for the pleasure they give him?” Is this worth considering? What object will be gained by it? Some will even say: “Is it wise to do so? Should not children learn, or attend willingly to, that which is not interesting, since much of life's work is uninteresting and yet has to be done? Will they not grow up weak-willed and morally feeble if difficulties are removed and they are called upon to do only that which is pleasant? Is not the danger rather that school work is already made too easy, and, as Kingsley predicted, the teachers learn the lessons and the children hear them?” Patience almost fails as I answer this

time-honoured objection. To begin with, it is quite impossible to remove all difficulties and painfulness out of a child's life, even if one wished to do so; he has a great many difficulties and troubles, of which we hardly suspect the existence, which he bears, because he feels them to be inevitable, with such philosophy that we are hardly aware that the trouble exists. The ordinary discipline of life, the unselfishness required for life in a civilized community, the bearing with equanimity of the waywardness and little disagreeable habits and tricks—yes, and even the sinfulness—of others, the struggle we have with our own character, the bodily ailments of ourselves and others, all provide opportunities for triumphing over difficulty, doing what we prefer not to do, and thus strengthening our moral backbone. Why should we desire that difficulties should be specially connected with *school* life, so that even the word “school” becomes a synonym for the hard and tedious? In school we try to cultivate that part of nature which is least emphasized by heredity, which the child is least likely to develop if left to himself—the æsthetic and higher moral, emotional, and intellectual nature as well as the will. Why put unnecessary obstacles in the way of such a difficult task?

Further, in school we try to form and permanently to fix good habits; this is done most readily if the action which is to become habitual has a strong emotional accompaniment of some kind, either of pleasure or of pain, and we naturally choose pleasure because pain has special disadvantages of its own. Like the cold wind, it stunts, withers, and twists the growing organism; it produces the unwilling, grudging, slavish spirit which accomplishes little; it crushes spontaneous effort, since a child whose will is by nature weak, and who cares little about the future, cannot be expected to make continuous and persevering attempts to do that which is painful; moreover, it depresses vitality and so makes great effort impossible. There is not a greater error than to say that will is trained by doing that which is distasteful, if will be, as some psychologists tell us, all conscious doing, whether mental or physical, for there will certainly be most activity and effort, and therefore most exercise of will, where the subject most desires to make an effort; “a child can do ten times the work, and with ten times less strain, when once aroused to a deep and strong interest.” Also we want to form good tastes in youth—we want to make children like books, music, manual occupations, and nature studies—in order that, when our boys grow into young men, they may not turn to smoking and drinking, the billiard-room, the racecourse, and the crowded streets for their amusement. And how can this be done unless in childhood we train them to delight in books and pictures?

Not only are habits more firmly established and time and energy saved by making educational means pleasurable both in the home and school, but the true ends of education can hardly be attained without doing so. The interest of the child must be gained in that which is designed to benefit him. It remains, then, to discover what are the highest pleasures of which a child is capable, in order that we may help him to develop the best part of his nature, which is God-like, instead of connecting his chief pleasures with the gratification of purely animal propensities. “School” originally meant “leisure,” because it was considered the privilege of the leisured classes to go to school; so it is no new-fangled idea to say that school should be a place of delight and leisure from slavish work. The Greeks realized this, and Plato, in his scheme of life for the ideal citizen, planned that a man who had served the republic in middle age should have the privilege of going to school again in his old age.

There is still another reason why we should consider the interests of children if we wish the children to develop to the highest degree of which they are capable. It is said by neurologists that certain groups of nerve-cells control particular activities—that, *e.g.*, some cells are connected with speech, others with sight or hearing, others with movements of the head or face or trunk; it is also believed, but, I think, not fully established, that those cells which function or come into activity first are the larger or fundamental cells which control the larger muscles of the body, such as those of the head, trunk, arms, or legs, and that the smaller and accessory nerve-cells develop and control the accessory muscles, such as those of the finger-tips, which do the more detailed and finer work of life. If this be true, we proceed to the justifiable inference that the nervous and muscular systems have, as it were, tastes

* Extracts from a paper read before the British Child-Study Association by Mary Louch, Training Department, Ladies' College, Cheltenham.

or appetites of their own; that at different periods of life they are capable of, and have a preference for, varying activities. These specially opportune moments for certain kinds of work—or, as they are called, “nascent periods”—if neglected, may not recur, and the power to use certain parts of the brain and the corresponding mental faculty may consequently never be gained, and the individual may go through life the worse for that lost opportunity. If we insist on developing the accessory before the fundamental, which is what we grown-up people are very apt to do, the boy grows into the man less capable and more one-sided than he would have been but for our interference. We are so lamentably anxious to make the infant a man that we forget that it is our primary duty to let him become a perfect boy. How are we to know when these opportune periods occur? Chiefly by watching for the interest or emotional accompaniment of various kinds of mental work, because we know that normal activity of any function is productive of pleasure. As soon as we observe that a child becomes engrossed with something he is doing and is quietly happy over it, we judge that the work is adapted to the stage of development he has reached. Sometimes the child asks for the special food required for his mind, as he asks for food for his body; sometimes a new activity is suggested to him, and he “catches on” in the most unexpected manner. But, in whatever way we find out the nascent periods, the important thing is that they should not be neglected when they occur, and it is chiefly through a child’s expressed interest that we become aware of them. Here parents have the advantage over teachers. It is comparatively easy to know the present bias of the minds of two or three children who are always with us, and very interesting it is to watch in some cases the younger members of a family succeed to the cast-off likes and dislikes of the elder members, in much the same way as they step into their left-off clothing. But a teacher has to do with a number of children whose interests may be supposed to vary considerably, seeing that they come from various households, where suggestions have been widely different. The question for the teacher is: Are there interests common to all children at a corresponding age; and, if so, what are they? Further, since all the children in the class are individuals, requiring, as far as possible, individual knowledge and treatment, how may I, with the short time at my disposal, and with my scanty opportunities, discover the bias of each child’s mind, especially of those two or three who seem to me to be exceptional?

These thoughts lead on naturally to the inquiry how we may discover children’s interests. Some devices have been already suggested: *e.g.*, children are invited to draw what they like; at the end of a certain time the papers are collected and docketed with the name, age, and sex of each child, and the date of the drawing; this test is repeated several times at intervals. By some such experiment as this we may get light on children’s minds, especially if we can let the children talk to us about what they have drawn and explain their pictures in their own way. I was present on an occasion when this was done in a kindergarten, and, kneeling down by a little boy who was a stranger to me, I asked him to tell me about his picture. He at once became very communicative and anxious to enlighten me; he had drawn a house with a wall round the garden, and so on, and suspended in the air was the outline of a boy; “That,” said he, “is a shadow.” “Where is the boy who throws the shadow?” I ignorantly inquired. “Oh!” said he, “there isn’t any boy—it’s a *shadow*”; and the tone in which this last remark was made showed a world of pity for my realism.

In this instance it is true that the little artist revealed something of the contents of his mind; but we can conceive many other cases in which children would draw not what they specially liked or were thinking about, but what they felt they could draw most successfully or what some superior grown-up person had lately drawn for them. It seems to me, but I cannot prove the hypothesis, that a child may draw *objects* in which he is not specially interested, but he does not draw *incidents* unless they interest him.

This brings us to another experiment by which we may hazard a guess at the kind of incident which specially interests a child. An article in one of the early numbers of the *Pedagogical Seminary* describes how the story of “Johnny Head-in-air” was read to a large number of boys and girls from about six to sixteen years of age, in many different

schools. After it had been read the children were told to draw pictures of it, and great was the suggestiveness of this inquiry. It was found that most of the children chose certain incidents to the exclusion of others; the scene in which Johnny is on the point of tumbling into the river was very popular, while few drew Johnny *in* the river. The moment of suspense before the crisis was evidently more deliciously thrilling than the crisis itself; and many were the lessons which a teacher might learn as to the art of telling a story to children from a careful study of these drawings. Another inquiry made by an American teacher throws a side-light upon children’s interests: a short story, specially prepared beforehand, so that every word might carry with it an addition to the picture called up by the words, was read to a class of children slowly and impressively; the children were then told to write as much as they remembered of the story. The text had previously been divided into periods; each period contained a separate idea, so that when the children’s papers were collected it was easy to see which ideas had been most universally noted by the children, which ignored, and so on. A description of this inquiry is also to be found in the *Pedagogical Seminary*.

Another test is suggested which may take the form of a game. Certain familiar words are given, and the child writes the first word which comes into his mind in connexion with it. The danger here is lest the children should try to be amusing, and to outdo each other, ransacking their minds for startling connexions. One has constant illustrations of the fallacy of asking children questions as to their thoughts; directly they find their remarks are specially interesting or amusing to their grown-up companions, they begin to romance. Inquirers cannot be too strongly warned against attaching any importance to information thus gained. May I give a very homely example? My nephew, aged eight and a half, was staying with his grandparents, and at the time of the incident was sitting at breakfast in the company of his grown-up relations, including myself. In the midst of general conversation in which he was just then taking part, he spontaneously remarked: “Whenever I think of Father, [he had been separated from his father for some weeks], I always see him on his bicycle, just getting on and going off. I don’t *really* see him, you know, but I think I see him, and when I shut my eyes I can see him more plainly still.” This was a decidedly interesting remark from the point of view of child-study. I listened anxiously, without appearing to take any notice of him, and said nothing; however, another member of the family, thinking to draw him out a little, said: “And when you think of Grannie, how do you see her?” Now Grannie was accustomed to take her breakfast in bed, and was consequently not present. The boy, finding that his first remark had drawn attention to himself, was naturally anxious to keep it, and, with the gasp that generally means that a moment is being secured in which the imagination may work, he replied: “I always see Grannie just getting out of bed.” Now I think I may safely affirm that the boy had never assisted at the *levée* of his grandmother, and certainly not so often as to have the picture of “Grannie just getting out of bed” impressed on his mind. I should judge, then, that the first spontaneous remark was true, and the second, which was a forced answer to a question, was false. The word “Grannie” suggested that his grandmother was in bed, and the rest followed easily.

The foregoing means of discovering children’s interests may all be enlightening in some degree: the method to which I personally attach most importance depends upon the spontaneity of the child and the sympathy of the observer. “He that loveth not knoweth not.” One who is constantly with children, and is quiet with them, not obtruding his or her personality upon them, one who seldom speaks unless spoken to, and then responds sympathetically, who continues his own occupation while the children, barely conscious of his presence, pursue theirs—such a one gets an insight into children’s thoughts and manner of thinking which cannot be arrived at by more direct experiment: but the difficulty is that such a one, though possessing a fund of useful information, often hardly knows that he has it, does not know what is interesting and what is not. Those who live with children in this quiet way are generally parents or nurses—they ought to be some of the most useful members of this Association, but they seldom are, for two or three reasons. First, they will not trouble to keep a diary of their children. Secondly, though they recognize what is amusing in children, they often do not perceive what is

eminently interesting to the psychologist; therefore I strongly advocate the study of psychology, and possibly physiology, under the guidance of a specialist in these subjects, and the reading and discussion of modern books on child-nature—they will then learn what sort of thing is worth recording and would be useful as a guide to educators. Thirdly, parents are often very unwilling to record anything which does not redound to the credit of their offspring, and so a one-sided and misleading record is kept.

If parents and teachers would work together in these matters, each would be exceedingly useful to the other, and not only might scientific observations be made, but the relations between the two would be so immensely improved that children would be much better educated by virtue of this co-operation alone; teachers and parents need to believe in each other more, to realize that they are working for a common end, and their interests and anxiety would not, as is now the case, be so frequently mistaken for interference. I know of one headmistress who has instituted mothers' meetings with great success; to begin with, she issued the following address to the parents of her pupils:—

My dear Friends,—We have come here to teach your school, the primary object of which is to make, or to help to make, honest, healthy, useful men and women; we cannot do this without your assistance, and in our work shall doubtless make many mistakes. If you will tell us of these frankly, we will gladly correct them whenever it is possible to do so; when it is not, we will give our reasons for refusing. Will you join us as sisters of one family, working for one common good—the development of your children and ours?

At these meetings, which are well attended, matters of all kinds, psychological and practical, are discussed, to the great comfort and enlightenment of all. By some such method as this might children's interests be more fully known and used by teachers and parents.

II.

We now come to what we already know about children's interests, and to suggestions as to the means of using those interests to advantage.

First, *Children's Collections*.—A certain amount of acquisitiveness appears necessary to our well-being in society as at present constituted; too much leads to dishonesty, avarice, and other vices. The germ of this necessary quality appears in the child's desire to collect. The list of objects which children will take pleasure in collecting is incredibly long. They appear to collect everything. One boy I have heard of who collected different kinds of soil, and who, in his enthusiasm, gave sixpence to a working man for a little piece of clay, remarking after the purchase that it was very kind of the man to have sold him the clay for so little! They collect things living and lifeless, useful and useless, objects that will be interesting to them as men, and objects which will have no interest for them six months hence. We want to know something more about this collecting interest: what is collected; at what age they begin, and discontinue, each collection; how long the "crazes" last, and in what succession they occur; whether boys and girls have similar or different collections; whether they are temporary or permanent interests, &c.

The knowledge of a child's collections will be useful for school purposes: the stamp collection may be turned to very good use in political geography and history lessons; the insects, stones, horse-chestnuts, pressed flowers, fossils, all ought to come in, and be the starting point for many of the teacher's dissertations. I know a boy whose mania just now is museums; he is eight years of age, and has fitted up a museum in his nursery window; the things in it are those that interest him, and that he considers curiosities.

While on the subject of interest in collections I might quote from a letter I received a short time ago from the mother of a lad of fourteen, a very clever boy who holds a scholarship at a public school. She says: "A slight sore throat kept X. at home yesterday. When settling down to a day within doors he remarked: 'I think I shall hold Museum Committees this afternoon, though generally they are rather riotous and disorderly.' 'Why?' 'Because the Committee don't approve of the motions brought forward. For instance, one day we wanted to have a conversazione and to make a levy of 2d. each, and the Committee would not hear of it.' The Committee consists of 'Jacko,' the Curator, a large monkey of calico

exterior; 'Mother Cattie,' the Treasurer, a big cat also calico covered; 'Owl,' a ninepin, its head representing an owl by means of pen and ink; 'Rabbit' and 'Dog,' little stuffed toy animals. The Museum is an excellent collection of fossils, coins, eggs, old books, wooden shoes, &c. So impressed was X. with the charms of a museum, that two years ago he began an address to all his little toy animals, about 130 in number. It ran thus:—'Dear Birds, Beasts, Reptiles, and Fishes,—I think it would be a great acquisition to the Horse Box [the place in which the said creatures generally repose] if we had a museum, for, in the first place, it would open the dull minds of the animals to the marvellous and wonderful treasures of Nature, while, in the second place, it would raise up a desire in some of the richer animals —' Here the address stopped, the author probably realizing how difficult it is to raise up a desire in 'richer animals.'"

Measurements.—I have also remarked that an interest in sizes and heights comes to the growing child; a measuring tape or a ruler becomes an attractive object. I should like to know if others have observed this. By this means the child seems to be finding the proportion between himself and the material world, and between object and object. He is learning how to form judgments by the coordination of sensations. This, too, the teacher should know how to make use of, not only to help on elementary mathematics, but as a means to the formation of the "right judgment" which it is the end of all education to produce.

Games.—We want also to know what games interest children most at certain ages, and this nearly any one can observe. What kind of games do they invent? When do they take kindly to cricket and tennis? When to games of mental skill only, such as "Happy Families," or Halma, draughts, chess, or whist, or pencil and paper games? Froebeliens recognize the value of games, and use them for educational purposes; but I think it is quite extraordinary how blind the teachers of children above the kindergarten age are to their use. The strain on the verbal memory might be relieved immensely, I believe, by the judicious use of games in class. Here is scope for the inventiveness of young teachers; let them try to invent games having a useful and educational purpose, which can be adapted to class purposes without interfering with the necessary discipline of a school, and yet be sufficiently difficult to cause intellectual effort. Games need not be easy or childish; some games, such as chess, take all the energies of grown-up people.

The home is *par excellence* the place for games; if parents recognized all the moral and intellectual exercise in games, I feel sure they would devote a little more time to seeing them played so as to get good out of them. A game played slackly with a lenient disregard for rules is training in moral slipperiness, and a game played so as to avoid all difficulty is training in intellectual sluggishness. As an illustration, there are some games, such as "The Steeplechase," which are intended as an exercise in addition and subtraction of small numbers; but, if children, after throwing the dice, are allowed to count on line by line, instead of adding to the number already gained, they miss the use of the game altogether.

Toys.—The matter of toys also needs much more investigation than it has had. What are the favourite toys of children at different ages? How do they regard them? To what use do they put them? A collection of toys made by children's own hands, or objects used as toys, or specially favourite cast-off toys, ought to figure in a teachers' museum. Dr. Stanley Hall has devoted a good deal of time and study to the doll-instinct in children. He began his research by issuing a syllabus asking many questions. These were sent to large numbers of people, who were asked to reply from their own experience as children, and from their observation of children. Many hundreds of papers were returned; they were sifted and studied, and certain statistics and suggestions followed—one suggestion was very strongly brought out, that, since the doll-instinct is so firmly rooted in all races, and in some degree in both sexes, dolls should not be ignored as an educational factor. I have also seen in an American magazine a suggestion that, if boys were encouraged to play with dolls instead of being laughed at for any tenderness shown to them, they might be better fathers! Certain it is that boys do play with dolls unless laughed out of it.

Literature.—With regard to children's books, we want to know a great deal. What kind of story do the particular children you have to deal with like best to read? Do they read the same

thing twice or many times? At what age do they cease to desire repetition? Do boys and girls like the same stories? When is the fairy-tale age? Do they like long or continued stories, or scraps? What taste have they for poetry? What topics pass unnoticed by children in so-called children's stories? Do they notice individual words and attach a meaning to them, or guess the drift of the sentence as a whole? Do they appear to take interest in language *per se*? I have lately come across a dictionary made and kept by a boy under eleven years of age; it is an attempt to arrange words alphabetically, and to define them; he generally helps himself out by a sketch of the word defined. (Here is a hint to teachers: verbal and pictorial explanation supplement each other in a child's mind.) In many cases the word defined is used in a sentence, as: "'Listen' is if you listen to anything and hear it." Frequently he describes an object by stating its use. "Ink is black, which you use with a pen." (This is important, and corroborates other observations that have been made.) The explanations are largely particular, not general. "'Little' is if a baby is little—this little baby," and a picture of a helpless-looking creature follows. This dictionary is most interesting, and amusing as well as instructive. "'Aunt' is a little insect that is black; aunts creep in sand," illustrated by elongated dots. "'Bird' is an insect that can fly." "'Dust' is something like smook." "'Quaril' is if you begin a little fight."

Nature Interests.—A child's interest in Nature is very important, because so necessary to complete development. What natural objects interest him most, independently of collections? What makes walks pleasant? Has he any æsthetic pleasure in clouds and sky and sunset, in the spring or autumn tints of trees, in blackberry-time, or does he only see the blackberries? Does he notice the beauty of the sea, the outline and colours of distant hills, &c.? Children will not probably say much about these things, but some indication of their feelings may be gained from their remarks. One child, in commenting to me upon grown-up people and children, said: "Grown-up people like scenery, and children do not." Another child said to me: "I like going for a drive; it is so nice to feel the wind blowing in your face." The pleasure she selected as the chief was perfectly healthy, but sensuous rather than æsthetic.

Social Interests.—Quite early we detect in children the social interest, and it is instructive to watch it develop. As Wordsworth says in his famous ode, the child gradually forgets the heaven from which he has come, adapts himself by imitation to the world he has entered, representing, on a Liliputian scale in his nursery, the whole drama of life. We know—do we not?—from our experience, how much of life is rehearsed or anticipated in an hour or two in the children's world. In the nursery, lands are inhabited, Victoria crosses are won, burning ships are abandoned, weddings and funerals are celebrated; conjurers' entertainments, theatrical representations, athletic sports, regattas, and even murders, follow each other in the quickest possible succession. The child is often not himself at all, but somebody else, for a whole day, or even days together. A boy I know, of about six, delights to be called "W. G. Grace" (the cricketer); and in that charming book, "The Professor's Children," a little boy, called Oliver, refuses to ring the bell when asked to do so, saying: "I'se not Oliver; I'se a little boy what doesn't ring bells." You may record with benefit to others the personalities assumed, and the social incidents most frequently enacted; or you may select one phase of social life which the child most affects—for example, the commercial interest. A child of my acquaintance has a strong attack of the commercial spirit just now. While in the country in the summer he kept for weeks together, in an unused shed, a bazaar where blighted apples, fir-cones, pebbles, and sticks were all sold in return for little stones kept for the purchaser's convenience on one corner of the stall. So real was this bazaar to the boy that when, one hapless day, the cook, seeing an apple on the stall that commended itself to her, took it in the boy's absence without paying for it, she was long branded as a thief, and the boy pleaded that his nursery might be changed, so that he might overlook the bazaar from a higher window; the matter was not allowed to rest till the cook had paid the penalty by being imprisoned for at least ten minutes one busy morning, in the larder, which was capable of being bolted on the outside, and into which she had heedlessly ventured. This same boy has now returned to a new town house where some furnishing has been going on; he now sits on the nursery floor as solemnly as before with patterns of

carpets and curtains spread out before him which he sells to any who will buy.

The changes in interest which take place as childhood passes into adolescence, and adolescence into maturity, also demand more notice. If child-study do nothing else but draw our attention to this little-understood subject of adolescence, this period of exalted happiness and exaggerated suffering, of change, turmoil, and unrest; when archangels, and those whose name is "Legion," wrestle for the soul; when, as was said of Keats, "hunger and thirst for knowledge consumed the days with desire as with a fire, and filled the young heart with a passionate longing to drain the cup of experience at a draught." If it increases sympathy, patience, and wisdom in dealing with this period, it will have accomplished a great work. All influence is often lost with grown-up and growing-up sons and daughters because we will not realize their interests; we would fain believe they have still the interests of boy- or girl-hood when they have them not; or we would give them the interests of mature life, and that we cannot do; and so young men and women betake themselves for sympathy to those of their own age, who understand their inequalities, their aspirations, and their survivals of childishness better; and thus the unwise are often led by the unwiser to the irretrievable.

We do not realize yet in education, though we know it theoretically, that every stage of development has its own characteristics and interests, and a child cannot be hurried out of one stage into another without harm. The more thorough the child with his restless activity, his uproarious nature, the more all-round and controlled the man; the more completely the child lives out his double life in the sensuous world of external objects and in his private fairy-land, the more likely is he to be capable of sound introspection, imagination, judgment, and spirituality later on. Rousseau tried to teach this lesson; but we have not yet learnt it. Dr. Lancaster, writing on "Adolescence," says:

A well-balanced and healthy, well-bred, fine-grained nervous organism will very likely have deep and fluctuating interests or enthusiasm. Instead of the repression now almost universally practised towards what many may be pleased to call a craze or fad, these should be encouraged. The boy or girl should be pushed into them, and the glow should be turned, if possible, into a white heat. There is no danger of a shallow, fluctuating nature as a result. The very opposite will be true. The well-poised man of many sides, who, although a specialist, sees the value and bearing of all branches of knowledge on his own subject, cannot well result from anything else. To repress or discourage such tendencies limits the horizon at once. It never should be done. . . . The flip or *blasé* style is a bad sign. . . . A round full adolescence with a vivid religious experience is the promise of a great life.

I have tried to show what are some of the facts we may observe and record with regard to children's interests. I have also assumed all through that these are to be used by the educator in and out of school. There is one other point to which I shall allude before concluding my remarks. You will naturally say: "A child's interests depend on his environment and companions; they are not something inherent in him and independent of externals." This is true; but it does not affect the argument, for the environment does not impose interests on the child; the child selects from the environment that to which he will give his attention, and he selects differently at different stages of life. Yet we can, to a certain extent, modify his selection (and here is a great responsibility) by that wonderful force of suggestion—a power of which we but dimly realize the importance, a power by which the will of one can animate the paralyzed body or mind of another. Children are specially sensitive to this power; so it should be used only with the greatest caution. Mr. Maurice Small describes in a recent thesis how he investigated the subject scientifically in his school. He subjected children of all ages to the same test, and to several tests, to discover how far sense impressions can be suggested. The experiment was something as follows:—A few drops of *pure* water were sprinkled on a *clean* handkerchief in the sight of the children, who were told to hold up their hands if they detected any scent, and to write on paper what the scent resembled. A very large proportion of the children, and even some of the teachers, said they were distinctly conscious of perfumes which resembled newly-mown hay, violets, or a dozen other things. On another occasion, when told to watch a stationary piece of machinery and to

report any movement they might see, several said they saw it move in such or such a direction. If pure water was given to them with the suggestion that it tasted nauseous, they would make all kinds of wry faces; and the parents of one boy came to complain that he had been made ill by the drugs given him in school. This sort of thing occurs all around us in everyday life to men and women of all ages. It is, then, possible for us to suggest interests to children, and it may be desirable to use this power to raise childish interests to a higher level; to make them either more or less vivid, as seems desirable; to cause intensity and concentration of interest, and not to engross the children in subjects which are foreign to their age and stage of development, and could not spontaneously arise. For this reason, it seems to me better that children should have interests suggested by other children rather than by adults. In short, childhood must ripen, and, if we lend assistance at all, I think it should be by making childhood fuller and happier, rather than by trying to make childhood boyhood, and boyhood manhood. The inquiry into children's interests is only one of many which we ought to make; the field of research in child-nature is very wide, and the workers appear to be many, but workers are diffident in making a beginning; to some the work they *can* do appears to be too trifling to be of any use—they prefer to be asked to do some great thing rather than a long-continued series of little things. Parents and nurses can, as I have said, contribute what they see and hear of children's spontaneous remarks; and teachers have special opportunities of observing numbers of different individualities acted on by similar circumstances—they get glimpses of the mind of a child which none but a teacher can get, for children show themselves under a different aspect to their teacher, and often with less reserve than to their parents. It seems to me almost incumbent on *trained* teachers, who have received so much help from great educators in the past and present, to contribute something in return to pedagogical science; freely they have received, freely let them give.

The observations I have asked you to make are not scientific, nor are they very easy to record accurately; but I believe that this sort of observation will help the observer personally to know children a little better, if it helps no one else. You may weigh a child's body every day, you may measure every inch of him, state all his reaction times, test his power of bearing pain by an algometer, his emotional sensibility by a plethysmograph, know exactly the focussing power of his eye, and how far off he can hear a watch tick—you may know all this and a great deal more of the same kind about him, and all this will be useful knowledge to those who know how to use it; but, if you *only* know this, you do not know your *child*.

THE HUMANITIES: THE ONE THING NEEDFUL.

By J. J. FINDLAY.

1. **S**LOWLY, very slowly, but surely, education is coming to be recognized as a matter of serious national importance. There has existed for many years a kind of pseudo-interest in the subject, due partly to the pleasure which intellectual people find in dwelling upon the scholarly pursuits of their youth at school and college; but mainly to the force of the democratic movement. The hunger for bread has been succeeded by the hunger for culture, and the politician has been compelled to listen to this new "cry of the children." Popular schooling is now to be had without money and without price; the Universities are "extended"; we have even witnessed the admission into the Cabinet of a Minister whose chief distinction was that he believed in education!

During the greater part of the century this public interest was confined to the needs of the working classes. The task which was first taken in hand by the House of Commons* in 1816 has occupied the whole century, and is not yet fulfilled. It has, however, slowly dawned upon men's minds that the problem is not for one class alone, but for rich and poor alike; it is now being admitted that in this, as in every other social effort, "the rich

and poor meet together"; the closing years of the century are likely to witness the beginnings of what is called Public Secondary Education, an undertaking by the State to guide and aid every parent in the country in the care for his child's upbringing.

Now it is obvious that, side by side with the play of political forces in this field, there must have been a corresponding ferment in men's minds as to the whole intent and issue involved in the educational process. Indeed, without this ferment, the blind hunger of the multitude would scarcely have found a response. When the history of education in England comes to be written, it will surely be observed that the fundamental change between the Victorian age and those which preceded it was not in the gift of schooling to the multitude, but in a *new and revolutionary attitude towards the child*. This revolution began with the poets and the philanthropists; they found in the child an object of pity, of sentiment, even of worship, to which the world until then had been blind. It has worked beneath the surface in literature and the press, in the church and in the home, until it has become a real force in public opinion. The child is now a subject of study by eminent men of science; societies are formed to study his development; every new advance in knowledge, in art, in commerce or manufacture, claims to be thrust upon the child's attention, and to have a share in the time-table of his school.

In a word, the old moorings have been cut; the good old rule, the simple plan, for the upbringing of youth is abandoned. For three centuries public opinion was content to carry on the tradition of the Renaissance and the Reformation—Latin and Greek for the scholar; the reading of the Bible for all. And as yet no new and firm anchorage has been found. When, in the last century, men's faith in the classics began to decay, a novel plea on their behalf was sought in the faculty-psychology. The theory of a mental discipline, which should train the god-like powers of imagination and reason, found in Latin prose a weapon of which Erasmus and Colet had no conception. But the new psychologists, since the days of Herbart, have pricked this bubble, and our plans for harmonious development are seen to be little advanced since the days of Aristotle.

At this moment the child's intellectual salvation is being sought in new directions. Technical instruction holds the field; in the negation of all finer theory teachers hope, at least, to equip the pupil for life by informing his mind with "modern" subjects, with chemistry, modern languages—even with shorthand and book-keeping.

Thus we flit from one remedy to another: anxious, terribly anxious, for the welfare of our children; ready to run after every will-o'-the-wisp which shows a light. Evidently the problem is not to be solved in a hurry. We cannot put back the clock and revert to the curriculum of Roger Ascham, for our children, as well as ourselves, lie under the shadow of Darwin. We cannot teach our children in the grammar school of Queen Elizabeth, any more than we can fight our battles in the ships of Drake and Raleigh.

And yet something must be done. The teaching profession is, admittedly, the most helpless of all professions; indeed, it is only now beginning to realize its office in a great community; but we must do what we can. Let us, then, follow one line of thought which may serve as a clue to this maze, for want of a better.

2. The men of the Renaissance *believed* in education; their theory was no speculation of the study, but an experience of life. They found in the literature of Greece and Rome a substance, a body of thought and sentiment and impulse, which moulded the life of man at every turn. They observed that this literature, or parts of it, had served the same purpose in earlier epochs. They read how Athens, conquered by Rome, had led her captor captive by the power of her art, her rhetoric, her letters; they saw with their own eyes how this same power, driven from its home by the Turk, had once more revived culture and art in Italy. They perceived that among the Greeks themselves literature had always held a place of supremacy among the pursuits prescribed for youth. No wonder, then, that they were content to follow in the same track, careless of the centuries which divided the English boy of Tudor days from the pupils of Socrates.

Were they wrong? Indeed, no; they were, in principle, supremely right. They felt in themselves the power of what

* Report of the Select Committee of the House of Commons on the Education of the Lower Orders in the Metropolis (1816; Henry Brougham in the Chair).

they taught. Literature was to them, as it has ever been since the dawn of letters, in the West as in the East, a saving influence in the life of mankind. "The ancient poetry of Greece, with its finished form, its heroic tales and characters, its accounts of peoples far removed in time and space, its manliness and pathos, its directness and simplicity, its piety and wisdom, its respect for law and order, combined with its admiration for personal initiative and worth, furnished, in the hands of a careful and genial teacher, a material for a complete education, such as could not well be matched even in our own day."*

What has been said of the Greeks themselves pictures exactly the spirit in which the Renaissance scholar sought to imbue his pupils with devotion to Greece; and to Rome, which, in the field of literature and of art, was also a disciple of Homer, Phidias, and Plato.

But, alas! they were not wholly right. Literature is, and ever must be, the supreme means of culture, for it is the most direct form of utterance by which mind can speak to mind, but London is not Athens; literature, to fulfil its mission, must address itself to ears which are tuned to understand its message. The Englishman, common man of clay as he is and was, has also a tongue, an utterance of his own. Plato and Virgil were not then, and are not now, fit nurture for the ordinary mind of the modern world; they wrote for men of their own time, and only those who have drunk at the fountain-head can comprehend their mind and their art.

And hence the capital calamity. Literature in itself remains to-day, as ever, the first and last element in human culture, but *it has been almost banished from modern education*. The literature of an unknown tongue, of a strange and ancient people, has been forced on immature minds, and they have rejected it. Instead of reserving this select and precious fare for the nurture of the finest minds in mature life, we have forced it on our children; nay, we have not done so well, for we have offered our boys the husks, and bade them find in grammar and in composition that support for the soul which Greek and Roman found in literature.

3. For, indeed, the error of the Tudor grammar school lay not only in its devotion to a foreign, conventional ideal, but in its absolute contempt of child-life. Many teachers still share this contempt. The child, in their estimation, is but a block to be shaped into a man. As the man's notions of what is good and worthy develop, so must the child's pursuits be modified. The man discovers electricity: he at once orders his boy to "get it up" and to pass a Science and Art Examination therein. The man feels embarrassed by German competition: and his boy must therefore receive commercial instruction. Hitherto the child has been obedient, and he is still the last to revolt against the wishes of his elders; but the hour of revolt has struck. As we have said above, the achievement of this century in education is a protest on behalf of the child; a recognition of *his* point of view, of his limitations, of his powers and function *as a child*.

Indeed, the pendulum seems likely to swing too far in the other direction. There are "reformers," especially in America, who seem to forget that children grow; they ignore the moral ends of life, and are ready to let the child be pampered at home and play with toys at school on the plea that children's ways are different from ours. But these eccentricities are merely a symptom of excess. The true line of thought is clear enough; since the days of Pestalozzi all keen students of education have learned more and more to observe the nature of child-life and to take that into account in any plan for training or for teaching.

How, then, does the new doctrine affect literature? Have we here any clue to a new and saving principle for the curriculum, or are we following once more a will-o'-the-wisp? If we have really touched bottom, we may be very sure that we shall in good time hammer out some intelligible principle of teaching, which will inspire teachers with as much enthusiasm and devotion as were displayed by Colet and his friends. For on this one point all earnest teachers are agreed, that we *do* need some saving doctrine of the curriculum in which we may believe. The classical side is still fashionable in the public schools, but outside their walls Greek has almost disappeared. And few teachers of classics, even in Oxford, will be bold enough to

assert that they maintain the ancient faith: their strongest argument relies upon the faculty-psychology, and that is already discredited. The modern side is in a yet more hapless plight; it is offered to the highest bidder who promises rewards in the Civil Service, the Army, or the engineering workshop. Nowhere can we find, in primary or secondary education, any central principle of instruction which can compare with the forsaken tradition of Latin and Greek.

So far as literature is concerned, the clue must surely be found in retaining our devotion to literature as the supreme element in culture, *with an ample recognition of the difference between the child and the adult*. The child also is open to the influences of literature; he, too, is poet, artist, moralist, sentimentalist in his own sphere. A story of heroism, told in choice language, affects him as it does you or me, if it is adapted to his environment and state of mind. To him, as to us, the humanities, in the largest and most generous sense, appeal in fullest measure; nay, far more than to us, for our souls are only half alive. We are immersed in the business of the moment, and can scarcely rise beyond *Tit-Bits* and the daily paper; he is still open to the finer influences of passion for the beautiful and the good, if we will let him hear words which he can understand.

4. Our line of action is therefore clear. This child of ours is already full of speech; he delights in rhythm, in fine words, in song; he, like all good poets, is profoundly affected by simple pathos. The story of Joseph forgiving his repentant brothers, of Ulysses coming home after his long wanderings, of Nelson and Henry of Agincourt and of all brave heroes, appeal to him. We are accustomed to boast that we in this century have learnt from Wordsworth and his friends to love the aspect of Nature with a new affection. But our children outrun us in these sentiments; give them the chance, and they, too, will find poetry in the primrose by the river's brim. They will not express their feelings in the speech of Wordsworth, but in a language of their own—simple, sensuous, passionate.

Give them the chance. On this condition, and on this alone, the issue depends. Many will say: We have given them the chance already. We issue school editions of English literature by the thousand, and we ensure that these are read, notes and all, by our pupils, for they pass the examinations. Nay, we go further: we lecture to them on English literature and give them reason enough to appreciate the masterpieces. Again, we do our utmost to encourage literary effort in our pupils: we prescribe compositions on various interesting themes, such as Spring, or the Steam Engine, or the Life of Napoleon. What more would you have?

The only reply is to say that, if this is all, the children had better be left alone. They are more likely, in the end, to care for English poetry if they remain ignorant of it until they leave school. The rudiments of an art are not so acquired, and never can be. Such a scheme kills the child's artistic sense and destroys any hope for the elevation of character through the medium of the written word.

It was not so that the Greek boy sat at the feet of Homer and the poets. Literature in Greece was not a special "subject" to be "got up" in slices of two or three hours per week per term. It was the expression of an intimate and abounding life which vivified the whole scheme of studies, which bore upon and was interpreted by every other pursuit in which the boy engaged. Did he sing? Then he sang of the heroic deeds of Achilles. Did he write? He wrote the words in which these deeds were recorded. These deeds are not the deeds of our people and of our race; but our children are equally open to grand impressions from nature or the life of men.

Clearly, the error is in our divorce of literature from life. No adult makes of literature a deep and serious pursuit unless he finds pleasure in the "content" as well as in the "form"; and the child, like all true artists, must be stirred in his inmost nature before he can find expression in speech; and this is as true of appreciation as of expression. A piece of poetry, although adapted to your child's standard of taste, will prove of little interest unless he is put into possession of the ideas and emotions which inspired the poet who wrote it. He must see the pictures; he must be interested in the characters; he must find in the story a number of suggestions related to his own circle of ideas, if the poem is really to mean anything to him. In short, a work of art, be it in poetry, painting, or music, will influence the mind and character only so far as it becomes a

* Davidson's "Aristotle and the Ancient Educational Ideals," page 73.

part and parcel of the whole mental store. To say so much is to say what every artist understands, and yet this simple *sine qua non* is rejected by every educational authority in England.

5. Let us see, for example, what is prescribed by the Education Department* for reading in the primary schools. Until the child reaches Standard VI., he is not required to read anything which is really literature, and then only Shakespeare and Milton are singled out for mention. True, a wise teacher may select "Readers" which contain sound and suitable material; but how can success be achieved when the form of this art is to be wholly apart from the rest of the curriculum? Our pupil, let us suppose, reads Sir F. Doyle's "Loss of the Birkenhead," a poem in many respects exactly suited to a child of eleven or twelve. How can the teacher find time or means to put the pupil in possession of the *mise en scène*? A few introductory words, a few explanations of the text are all that can be attempted. Poems are not written thus, and cannot be thus appreciated.

Hence, in the majority of primary schools, literature is at a discount, and the Department permits, and even encourages, the substitution of books which are not literature at all. Works are composed by the thousand called "Readers"—historical, geographical, or science readers—which have no more pretension to the title of literature than the present article. They are written usually by teachers, whose one merit is that they know the speech of children. These are the stones which Government supplies to our bairns in place of bread. On leaving school these children, naturally enough, are content with *Answers* and *Comic Cuts*, a debased form of the art, which, at least, bears some relation to their circle of ideas.

In our secondary schools the situation is little better; here the whole tendency of the times is against the influence of the humanities, and it is only where teachers are themselves touched with sympathy for letters that they contrive to give their pupils some chance of appreciating a work of art.

And the best of teachers cannot fight, in the higher classes, against the deadening influence of Examining Boards, which, with the best intentions, have contrived to degrade the sublimest works of art to the level of cram.

6. All this is destructive criticism: the same thing has been said before, by men of mark in literature as well as by teachers. Fortunately, there are some signs of progress. Sound principles of reform are to be met with in the teaching of little children, in schools free from the hampering conditions which beset the ordinary schools. In the kindergarten, for example, one finds that little songs and poems offered to the child are made part and parcel of the whole week's course of study. The "story for the week" will, perhaps, be concerned with the "swallow flying towards the South." The game, the nature-lesson, the poem, the occupations, will all centre round the same field of interest, and the little child will sing or recite with full heart; he, too, will fly towards the South.

Among the Herbartians in Germany, literature is also being made the genuine expression of life. The present writer has more than once spent a day in the woods with young boys, who were taken there not only to enjoy the pleasures of nature, but to feel the power of simple melodies in which the poet puts their sentiments, and his own, into song. Such boys, when older, will read and recite from "Wilhelm Tell," with an expression and a delight beyond words, for they are prepared to enter into the spirit of the poet by sympathetic and wide study of the history of Tell's people. Thus a work of literary art becomes the completion and crown to other studies, meaning much to the pupil because he already possesses something of the thoughts and feelings of the artist. The same advantage is still seen in the teaching of classics in the best schools and Universities. Oxford still retains, in the Greats School, the tradition of a time when art was not pursued for art's sake, but for its content. Ancient history and ancient philosophy are the goal for the student, and he is bidden to read his literature in conjunction therewith.

These are merely illustrations of a principle. It is not the intention of this article to suggest any new patent method, or to

rail at the current practice of our profession. But it seems very needful, for those who care either for literature or for the school, to inquire whether the intellectual, æsthetic, and moral life of our children is receiving adequate care in this direction. Until the present age, no scheme of education has been tolerated which did not place in the forefront the pursuit of letters. Every great nation has found in literature a moral strength, a stimulus, and consolation; and the expression of this literature sought its roots not in the factitious culture of artistic forms, but in the deeper springs of human life, bound up with the joys and woes of the people. Our children are also of the people: if literature is to be aught of a power in their life, it must touch them closely, it must interpret and illumine the common round of thought and feeling which springs out of the life of home and of school. It has been given to our age, and to our race in England and America, to discover a new interest and a new sympathy in the life of the young; our responsibility is therefore great; we must see to it that this life is nurtured on noble food. Time was when children were counted but as swine, unworthy to receive the pearls of literature. Since then we have learnt that poetry strikes its truest note when it deals with common things, and that our children have a finer instinct than ourselves for what is beautiful and true. How long shall we be content to starve their young souls with husks? There is enough and to spare, for them as for ourselves.

BOARD SCHOOLS AS CLUBS FOR WORKING MEN AND WOMEN.

COMPARATIVELY few people are aware of the movement which has been organized during the last two years to use Board schools as clubs for the working classes. It has not been particularly fortunate in its choice of a name, for "Social Institutes Union" suggests very little to most minds. But its excellent aims and the amount of success it has achieved are well worth brief consideration. Dr. Sinclair, Archdeacon of London, has accepted the Chairmanship of the Council; and the Rev. Dr. Paton, of Nottingham, who is really the prime mover in the scheme, is the Hon. Secretary. Amongst the Vice-Presidents are the Bishops of London, Rochester, and Stepney, Sir Walter Besant, Sir John Hutton, Mr. James Bryce, M.P., and Mr. James Stuart, M.P. On the Council we find Canon Barker, Mr. James Macdonald, L.T.C., Mr. Hodgson Pratt, Mrs. Amie Hicks, Mrs. Sheldon Amos, and other well known workers. An important feature of the scheme is to obtain from the London School Board the use of their school buildings where practicable, and to use their large halls as centres of pleasant social life and of popular educational influence. The buildings are to be used free of charge by the Society, save the cost of lighting, heating, and cleaning. The Council have secured the co-operation and help of the City Parochial Trust, the L.C.C., the Education League, and some of the City Companies; for courses of lectures must be paid for, and at the initiation of such a scheme, expense is incurred in making it known.

There are now three institutes at work in London where the experiment has been successful. Two of these are for men—the Camden Street Board School, Camden Town, N.W.; and the Thomas Street Board School, Limehouse, E. In both these buildings the institute is opened for six nights a week, for the use of members, save a short period during the summer. Both institutes number nearly a hundred members. Their success has been considerable; a third institute for men will shortly be opened near the Old Kent Road.

The institutes are not free. What one gets for nothing is commonly thought nothing of. Members pay 2d. per week, and for this obtain the use of a comfortable club-room, well lighted and warmed, a large assortment of papers and periodicals, a refreshment bar of the Lockhart type, billiards, chess, draughts, dominoes, cards. The London School Board does not yet permit smoking; but it is not impossible this may be conceded, as has been the case at Nottingham, where a room has been set apart for the purpose under conditions approved by the School Board. Every Saturday night a concert is given, and members have the right of inviting their relatives and friends. With the games already named, this represents the social life of the institute, the school being

* This is not intended as depreciation of the excellent work which the Department at present is doing. The successive issues of the Code are sufficient evidence that our administrators are alive to the need of reform, and that they would go much further in the reform of education if the conditions permitted.

used as a club-room, drawing-room, concert hall. There remains to be considered the educational aspect, the claim of the institute to be a People's University.

Educational classes are held under the London School Board and with the help of the County Council. For instance, Camden Town is the centre of the piano-making industry. Early in 1898 a course of ten lectures was provided on "Sound, as applied to the Making of Pianos." Large audiences attended the course, and, when it was concluded, a fair number went in for examination, and obtained certificates. Each institute is really a University Extension centre, with all the advantages the movement can bestow in securing first-class lecturers and skilled direction in technical studies. During the Michaelmas term, Prof. Vivian Lewes gave a course of ten free lectures at the Thomas Street Institute, on "The Chemistry of Air, Fire, and Water." Each institute has also a small library and a discussion club. An ambulance class, football and cricket clubs, have been formed; billiard, whist, domino, and draught competitions have been held for a silver cup and club championship. The institutes are affiliated to the Federation of Working Men's Social Clubs, of which the Duke of Westminster is president; so that inter-club competitions can easily be organized.

With Dr. Paton at Nottingham, it is not difficult to understand why an institute has been formed in that city. It adds to its programme technical classes, iron and brass work, wood carving, dressmaking, and other subjects.

Those who are aware of the drawbacks incident to holding the meetings of friendly societies in public-houses will learn with pleasure that an important object of the institutes is to provide accommodation for business meetings of these bodies.

The movement has now been on foot two years, and the experimental work has entailed a large amount of inquiry as to the needs of a neighbourhood, the existing provision in the matter of clubs and institutes for working men; the aim of the Committee is to start work only where a want exists.

In November the first social institute for working women was opened in the Carlton Road Board School, Kentish Town. The Committee here found a nucleus in an excellent gymnastic class, offspring of Dr. S. Coit's "Neighbourhood Guild," which has now ceased to exist. This club meets three nights weekly. Its general features resemble those of the men's institutes. A class for nursing, conducted by Dr. Lilius Fraser Nash, gymnastics, and games and recreations suitable for women, differentiate it.

Ways and means have to be considered. It is found that £100 is necessary to start an institute. After the first year it is not only able to meet expenses, but also to contribute to the central office; £35 is spent on furniture and equipment, £45 is paid to the School Board for lighting, heating, and caretaker, and the salary of the local secretary, whilst £20 represents payment due to the central office for advice and help.

It is interesting to chronicle that Herr Holtau, Commissioner of Police at Christiania, whilst recently in England on business connected with the industrial schools of that city, inspected the Limehouse Social Institute. He has made a report to the Norwegian Government in favour of applying the scheme to the public schools of Norway. Officials connected with public education in Paris and St. Petersburg have shown interest in this new development. Many inquiries from all parts of the United Kingdom have been addressed to the office, and social institutes have been started in several provincial towns.

C. S. B.

THE WOMEN'S LIBERAL FEDERATION ON EDUCATION.

AT the Annual Council Meetings of the Women's Liberal Federation, under the presidency of Countess CARLISLE, part of the morning of May 10 was devoted to the discussion of matters educational. The Federation consists of about five hundred affiliated associations, with a membership of some eighty-two thousand: more than nine hundred delegates were invited to attend the meetings in Westbourne Park Chapel.

The following resolution was moved by Mrs. CHARLES MALLET, seconded by Miss KILGOUR, and carried *unanimously*:—"That this Council, in view of the Bill now before the House of Lords for the establishment of a Board of Education for England and Wales, expresses its opinion that it is a matter of national importance that the Consultative Committee which it is proposed to appoint for the purpose

of advising the Board of Education) should be fully representative of the best educational thought and experience, and that no such Committee will be fully equipped for its work that does not contain an adequate number of women members, and, therefore, urges both Houses of Parliament to provide for the eligibility of women under the same conditions as men to serve on the Consultative Committee; and, further, that some seats on the Committee shall necessarily be filled by women." Mrs. Mallet, alluding to what she styled the "education muddle," pointed out that there is not a word about women in the Bill now before the House of Lords, and that, unless women established their eligibility, they would be swept out. Two-thirds of the representation are assigned to the Universities and other educational bodies. On the remaining third, the speaker maintained, some seats should be assigned to women. Mrs. Mallet also alluded to the excellent work performed by women in the field of secondary education, especially by those working under the Girls' Public Day School Company, because women are among the Governors, and leave teachers free to carry out original and practical ideas.

Mrs. BRYNMÔR JONES, in supporting, stated that in the Welsh intermediate education scheme women sit on the Local, County, and Central Boards. Assurance has been given that, in the organization of English secondary education, the Welsh scheme shall not be disturbed.

Mrs. MAITLAND, member of the London School Board, moved a resolution dealing with Clause VII.: "That this Council views the recent action of the Science and Art Department, taken under Clause VII. of the 'Science and Art Directory,' with grave apprehension, as it tends to cripple, if not to destroy, the work of School Boards which have established higher-grade schools; and considers that County Councils should in all cases be associated with School Boards as the Local Authority dealing with secondary education." Mrs. Maitland described the action of the Department as an attempt to deprive School Boards of power, and to ruin the higher-grade schools. Among the agenda of the London Board, a short time ago, three letters from the Science and Art Department were laid before the members of the Committee. One praised the work of these schools; a second praised it also, but added a modicum of blame due to insufficient apparatus; a third inquired by what right the Board gives this upper-standard teaching at all. A hint has been given that Boards may be surcharged with its cost—if not this year, then next. Mrs. Maitland pointed out how this higher-grade teaching has resulted from children passing through the standards more rapidly than formerly, and the absurdity of requiring children to stay longer at school if the work were not suited to their age and previous education. The London Board had been informed that, if they and the L.C.C. arranged a joint deputation to the Science and Art Department, an effort would be made to allow the Board to carry on the higher-class work. The joint deputation could not be arranged, and when the Board's representatives appeared before Sir J. Donnelly they were not courteously received, but were told that the L.C.C. would be recognized as the Authority for Secondary Education. Thus the Board was threatened in an important and growing part of its work.

Mrs. SWANN added confirmation of the curious state of things now prevailing at Whitehall and South Kensington. A few months ago a large higher-grade school was opened at Bristol, the School Board having received assurance that this part of their work would be recognized by the Science and Art Department, and grants earned. But last November, to the astonishment of the Bristol Board, recognition was refused, and, therefore, teaching of this kind was not only not encouraged, but threatened.

A further resolution was passed requiring that women be equally eligible with men on the Local Authorities for Secondary Education.

Miss ANNIE WRIGHT, of Gainsborough, dealt with the question of training colleges, their inadequacy, the necessity for a conscience clause for existing colleges, and of a sufficiency of highly qualified teachers on each college staff, and wound up with the demand that the principals of all training colleges for women should be qualified women. Miss Wright reminded the Federation how the Church colleges are essentially national: one-tenth of the money which supports them is found by subscribers, two-tenths by students, seven-tenths by the Imperial Exchequer. She gave an instance of a young Free Churchwoman at Brighton who had been confirmed because she saw her teaching career would otherwise be injured. The Education Department does not insist on highly qualified women occupying posts on the staff; numbers of these are of inferior qualification, very little removed from the students' own standard, their culture being narrow, their methods mechanical. Moreover, the teachers are insufficient in number, and the work of the students in the practising schools is inefficiently superintended. If women were the principals of women's colleges, probably domestic arrangements would be better organized, as students now spend too much time on housework.

Mrs. WILLIAM EVANS stated that the day the scholarship lists are published principals of training colleges have been known to receive as many as a hundred telegrams from those seeking training. Vacant places were filled up in a curious manner, the principals of some colleges selecting and rejecting on lines best known to themselves. The result

is that the most fit persons are not always chosen and trained by certain colleges, and the loss is a national loss.

Other questions considered were the raising of the age of half-timers, and the limiting of the hours during which children who attend school may be employed for gain.

C. S. B.

CALENDAR FOR JUNE.

[Items for next month's Calendar are invited. Matter should reach the office, 3 Broadway, Ludgate Hill, London, E.C., by the 23rd inst.]

- 1.—Prof. Henry Sidgwick's Lecture on "The Relation of Ethics to Sociology," at University Hall, Gordon Square (8 p.m.).
- 1.—Law Society's Exam. Send in forms.
- 1.—Oxford, Second Exam. Women (Honours), begins.
- 1.—Guildhall School of Music. Send in forms for July Exam.
- 1.—Royal University, Ireland. Send in forms for Engineering Exams.
- 1.—London Chamber of Commerce. Commercial Certificates, Senior Exams. Return forms.
- 1.—Return forms for London University Intermediate and B.Sc., and for Preliminary Science, M.B.
- 1.—Durham. Final Exam. Science begins.
- 1, 7, 8, 14, 15.—University College, London, 3 p.m. Barlow Lectures on "Dante," by the Rev. Dr. Moore. (Free.)
- 3.—Return forms for Bristol College Entrance Scholarship Exam.
- 3.—National Froebel Union. Return forms for July Exam.
- 3.—Annual General Meeting of Teachers' Guild. Westminster Town Hall, 3.0 p.m.
- 5.—London University M.A. Exam., Branch II. (Mathematics and Natural Philosophy).
- 5.—Durham. Exams. for B.Litt. begin.
- 5.—Return forms for College of Preceptors Diploma Exam.
- 6.—Christ Church, Oxford. History Scholarship Exam.
- 6-8.—Edinburgh University. Local Exam.
- 6-8.—Institute of Chartered Accountants' Preliminary Exam.
- 8.—Royal University, Ireland. First Exam.
- 8.—Victoria University. Intermediate and Final Exams. (B.A., B.Sc., and LL.B.) begin; also First Exam. Medicine, and First and Third Exams. Music.
- 8.—Return Form 400 for Whitworth Scholarships; also return form for Free Admission for Science Teachers, Royal College of Science, Science and Art Department, South Kensington.
- 9.—University of Wales. Second Matriculation Exam. begins.
- 10-12.—Oxford Exams. for Women.
- 12.—Irish Intermediate Board Exam.
- 12.—London University. Matriculation Exam.
- 13-14.—Institute of Chartered Accountants' Intermediate Exam.
- 14.—College of Preceptors. Evening Meeting.
- 14.—Victoria University, Manchester. Preliminary and Honours Exams. in Arts, Science, and Law begin.
- 15.—Bedford College, London. Last day for Entrance Fees for Scholarship Exam.
- 15.—Post Translations for *Journal of Education* Competition.
- 16.—Sheffield University College. Send forms for Scholarship and Studentship Exams.
- 16-17.—Law Society's Final Exam.
- 17.—College of Preceptors. Council Meeting.
- 17.—Return forms for Trinity College, London (Music), Higher Exam.
- 17.—Surveyors' Institute. Special (Members) Exam.
- 18.—Law Society. Intermediate Exam.
- 19.—Owens College. Entrance Exam. (Medicine).
- 19-24.—Cambridge Higher Locals.
- 20.—London University. M.A., Branch VI. (Mental and Moral Science) Exam.
- 20.—Aberdeen University. Local and Higher Certificate for Women Exams. begin.
- 20-21.—Sheffield University College. Scholarship and Free Studentship Exams., &c.
- 20-21.—Cambridge Teachers' Training Syndicate Exams.
- 20, 21, 23.—Dublin University. Trinity College Entrance Exams.
- 20-22.—Institute of Chartered Accountants' Final Exam.
- 22.—Oxford Exams. for Women. First Public Exam. (Honours and Mathematics).
- 22-24.—Bedford College, London, Jubilee. 22nd, 3 p.m., Students' Conference, Portman Rooms; 23rd, 3 p.m., Meeting at University of London, Professor Jebb in the chair—9 p.m., Soirée at Bedford College; 24th, 4-7 p.m., Garden Party, Royal Botanic Gardens.
- 23.—Post School News, items for this Calendar, &c., and all Advertisements for July issue of the *Journal of Education*.
- 24.—Trinity College, London (Music). Local Examination in Musical Knowledge begins.

- 26.—Bristol University College. Entrance Scholarships Exam.
- 26 (first post).—Latest time for receiving urgent prepaid school and teachers' advertisements for the July issue of the *Journal of Education*.
- 26-July 4.—International Congress of Women. Secretary, Miss T. F. Wilson, 9 Members' Mansions, 36 Victoria Street, S.W.
- 27-28.—Bedford College, London. Scholarship Exams.
- 27.—Oxford Exams. for Women. Responses begin.
- 27.—Victoria University. Exams. in Medicine and Music begin.
- 27.—London University. M.A. (Branch IV.), French and German Exams.
- 27.—Royal College of Science, South Kensington. Student Teachers to send in Form 1,019 for Free Admission.
- 27-July 1.—College of Preceptors. Certificate Exam.
- 27-29.—College of Preceptors. Junior Forms Exam.
- 28.—Return forms for Pharmaceutical Preliminary July Exam.

ARRANGEMENTS FOR JULY.

- July 4-7.—College of Preceptors. Teachers' Diploma Exam.
- July 10-15.—London Chamber of Commerce Examinations (postponed to these days).

MODERN LANGUAGE HOLIDAY COURSES, 1899.

- July 1-29.—Paris. (Second Course, August 1-31.) Apply Monsieur le Secrétaire, l'Alliance Française, rue de Grenelle, 45, Paris.
- July 10-28.—Greifswald. Apply Ferienkurse, Greifswald.
- July 18-August 30.—Geneva. Apply Monsieur Bernard Bouvier, Bourg-de-Four 10, Geneva.
- July 17-August 26.—Lausanne. Apply Monsieur J. Bonnard, Avenue Davel 4, Lausanne.
- July 10-August 5.—Neuchâtel. (Second Course, August 7 to September 2.) Apply Monsieur P. Dessoulavy, Académie de Neuchâtel.
- July 17-29.—Marburg. (Second Course, Aug. 2-15.) Apply W. G. Lipscomb, Esq., University College School, Gower Street, London.
- Aug. 2-29.—Lisieux. Apply Secretary, Teachers' Guild, 74 Gower Street, London.
- Aug. 2-23.—Jena. Apply Herrn Hugo Weinmann, Spitzweiden-weg, 4, Jena.
- Aug. 3-23.—Tours. Apply Secretary, Teachers' Guild.
- Aug. 7-19.—Bonn. (Ladies only.) Apply Fräulein J. Gottschalk, Hofgartenstrasse 7, Bonn.
- Aug. (during month).—Caen. Apply Mr. Walter Robins, 9 Northbrook Road, Lee, London, S.E.

MANUAL INSTRUCTION HOLIDAY COURSES.

- Leipzig, June 26-July 29; July 31-Sept. 1; Sept. 4-Oct. 7. Apply Dr. A. Pabst, Leipzig.

Programmes of most of these courses can be seen at the Education Department Library, Cannon Row, Whitehall, S.W., where a Table of Holiday Courses, prepared by Mr. Fabian Ware for the Special Inquiries Branch of the Education Department, can be obtained.

Information as to *pensions*, &c., will be found in "Holiday Resorts." (Thirteen pence, post free, from the Teachers' Guild, 74 Gower Street, London.)

The July issue of the *Journal of Education* will be published on Friday, June 30.

PUBLICATIONS RECEIVED.

- ALLMAN & SON.—The Public School Writing Book. No. IV.
- EDWARD ARNOLD.—Scenes from Ivanhoe. By Sir Walter Scott. Price 3d.—Britannia Copy Books. In 14 Numbers, price 2d. each.—Voyage au Centre de la Terre. By Jules Verne. With Notes and Introduction by R. L. A. Du Pontet, M.A. Price 3s.—Forum Latinum: A First Latin Book. By Edward Vernon Arnold, Litt.D. Price 3s. 6d.
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- THOMAS BURLEIGH.—French as Spoken. Being the "Thirty Exercises" on French Pronunciation taught on the Plain-English System. By E. Alfred Williams. Price 3s. 6d. net.

- CAMBRIDGE UNIVERSITY PRESS.—Man, Past and Present. By A. H. Keane, F.R.G.S. Price 12s.—The Parallel Psalter: The Book of Psalms, containing the Prayer Book Version, the Authorized Version, and the Revised Version, in Parallel Columns. Price 2s. 6d.
- CASSILL & Co.—Cassill's Guide to London. With Ten Plans and numerous Illustrations. Price 6d.—Cassill's Lessons in French. Part I. Price 2s.
- CURWEN & SONS.—In Shakespeare's Days: An Operetta for Colleges and Schools. A. G. DAWSON.—The Warwick Plane Geometry. Standard V. Price 2d.—The Vivid Map Sheets. Ireland.
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- GRANT & Co.—The Code for Day Schools. Edited by Herbert Cornish. Price 1s. S. GRANT (Leeds).—Elementary Treatise on Book-keeping. By J. E. Webster and Harry Hughes. Price 1s. 6d. net.
- WILLIAM HEINEMANN.—A History of Bohemian Literature. By Francis, Count Lützow. Price 6s.
- HENRY HOLT & Co. (New York).—Talks to Teachers on Psychology. By William James. Price 1 dol. 50 cents.
- ISBISTER & Co.—La Question d'Argent. Par Alexandre Dumas Fils. Edited, with Introduction and Notes, by George N. Henning. Price 1s. 6d.—La Main Malheureuse. With Complete and Detailed Vocabulary by H. A. Guerber. Price 1s.—Molière's Le Bourgeois Gentilhomme. Edited, with an Introduction and Notes, by F. M. Warren. Price 1s. 3d.—Wildenbruch's Der Letzte. Edited, with an Introduction and Notes, by F. G. G. Schmidt, Ph.D. Price 1s.—Spyri's Rosenesli. Edited, with Notes and Vocabulary, by Hélène H. Boll. Price 1s.—Sarcey's Le Siège de Paris. Edited, with Introduction and Notes, by I. H. B. Spiers. Price 1s. 6d.—Public School Sermons. By H. Montagu Butler, D.D. Price 5s.—Dante. Translated by the late E. H. Plumptre, D.D. Vols. I. and II. Price 2s. 6d. each, net. (To be completed in five Vols.).—Spyri's Moni der Geissbub. With a Vocabulary by H. A. Guerber. Price 1s.
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- THE MACMILLAN COMPANY (New York).—Matter, Energy, Force, and Work. By Silas W. Holman. Price 10s. 6d. net.—The American Historical Review.
- ANDREW MELROSE.—"Comrades" and other Straight Talks with Boys. By E. C. Dawson, M.A. Price 2s. 6d.—Sir Constant, Knight of the Great King. By W. E. Cule. With Illustrations by A. Bauerle. Price 3s. 6d.—The Common Lot. By Adeline Sergeant. Price 3s. 6d.
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- NATIONAL UNION OF TEACHERS.—The New Code, 1899. By J. H. Yoxall and T. A. Organ. Price 1s. net.
- OXFORD UNIVERSITY PRESS.—Tales of Early Rome. Adapted from the Text of Livy. With Notes, &c., by John Barrow Allen, M.A. Price 1s. 6d.
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SAFE NOVELS.

The Story of Old Fort Loudon. By CHARLES EGBERT CRADDOCK. With Illustrations by ERNEST C. PEIXOTTO. (6s. Macmillan.)—From the fact that this book bears the over-title of "Stories from American History," as well as the particular title quoted above, we gather that it is one of a series; and we are inclined to welcome very heartily the enterprise this beginning represents. American history ought to have plenty of material to contribute to historical fiction, and historical fiction is a department of light literature deserving all

encouragement. The present story of the siege of Old Fort Loudon is extremely interesting as a picture of manners and a record of events that really happened. There is also a certain amount of character interest in the story. Odalie, the French wife of the Scotch settler, is a delightfully vivid and lifelike person. Her young brother-in-law, Hamish, has charm also. The elaborate portraits of Captain Stuart and Captain Demeré are evidently carefully drawn from history, and the Indian chiefs Willinawaugh and Atta-kulla-kulla have distinct individuality. All these are elements making good reason for recommending the book as well worth reading. On the other hand, as a novel it is not quite satisfactory. It wants more concentration of plot interest and that indefinable mystery of construction, a strongly appealing motive.

P's and Q's, and Little Lucy's Wonderful Globe. By CHARLOTTE M. YONGE. (Macmillan.)—In this volume Miss Yonge gives us two pleasant stories of very different kinds, but both written expressly for young people. "P's and Q's" introduces us to one of those large families in the literary management of which Miss Yonge is pre-eminent. Mr. Quintall has been twice married, and is now for the second time a widower, and he calls home the daughters of his first wife to control the children of the second. Paulina, the leading member of the younger family, thinks it incumbent upon her to make a stand against the authority of her step-sisters. But the step-sisters are good, kind, and discreet. The children have no real grievances to complain of, and many real benefits to be thankful for. Plenty of clever character and incident are made use of in the development of the situation, and a happy ending is reasonably brought about. The other story of "Little Lucy's Wonderful Globe" may be described as an amusing course of lessons in geography and ethnography cast in a fanciful and original form.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, the "Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

THE Annual General Meeting of the Guild will be held in the large (ground floor) Hall of the Westminster Town Hall, on Saturday, June 3. The chair will be taken, at three o'clock, by the President of the Guild, Dr. Isambard Owen, Senior Deputy Chancellor of the University of Wales, who will introduce his successor, the Right Hon. James Bryce, M.P., F.R.S., D.C.L., LL.D., Chairman of the late Royal Commission on Secondary Education. The new President will then give his address. The Annual General Meeting of the Guild will follow, at 4.15 p.m. Notices of the meeting, with cards of admission, have been sent to all members of the Central Guild and to the Hon. Secretaries of Branches. It is hoped that all members who find it possible will attend.

The Council met on May 13. Present: the Chairman (Canon E. Lyttelton), Mr. Adamson, Miss Anderton, the Rev. J. O. Bevan, Mr. Blair, Mr. II. Courthope Bowen, Mrs. Bryant, Miss H. Busk, Miss Connolly, Miss Edwards, Mr. Langer, Mr. Longsdon, Mr. Lyde, Miss Manley, Mr. Nesbitt, Miss Page, Miss Smith, Mr. Thornton, Mrs. Tribe, Miss Agnes Ward, Mr. J. Wise, and Miss Alice Woods.

The Annual Report of the Council for 1898-1899, with the statement of accounts and balance-sheet of 1898, were settled for presentation to the Annual General Meeting.

The Chairman's list of nominees for the five vacant seats among the twenty General Members of the Council was settled.

Important matters were referred to different Committees.

The members elected by the Executive Committee on May 4, and by the Council on May 13, were 88 in number, viz.: Central Guild, 34; Branches, 54, of whom 44 had recently been elected to membership of the Norwich Branch, as the result of a special local effort.

An effort is being made by the Council to establish a Loan Department in their Educational Museum, and, in the event of a sufficient sum of money being raised, the following collections will be circulated either in portfolios or in cabinets:—Each portfolio will contain: (1) For geography, various maps, diagrams, pictures, and photographs of fauna, flora, and scenery, also social and commercial life, for a particular country. (2) For history, a map, plans of buildings and battlefields for particular periods and countries; pictures and photographs illustrating characteristic scenes, costumes, representations of historical events, personages, documents, &c. (3) For art, photographs of celebrated buildings, of pictures, and of sculpture.

Each cabinet will contain models suitable either for geography or history lessons, and, when funds allow, of objects illustrating geology or natural history.

It is proposed to lend out these collections singly for one month, at a charge of 7s. 6d., carriage paid (if in London, to the school; if in the

country, to the nearest railway station); or three collections, each for one month, at a charge of £1, the money to be prepaid. It is proposed to lend out portfolios or cabinets to (1) members of the Teachers' Guild, (2) members of the Hellenic Association, (3) persons or institutions giving a donation of £10 or an annual subscription of not less than £1. All borrowers of collections will be held responsible for any damage, other than reasonable wear and tear, while the collections are in their possession, and for the safe return of them at the stated time.

¶ As soon as the collections are ready a list of them will be sent, for choice, to such schools as have promised to borrow them. This scheme will require about £1,000 for the initial outlay, and about £100 a year for maintenance and working expenses. The Council have assigned the sum of £50 from their Museum Fund towards the initial expenses, and are appealing to the public for support.

CENTRAL GUILD.—LONDON SECTIONS.—CALENDAR FOR JUNE.

Friday, 16th, 8 p.m.—Section E, at 133 Queen's Gate, S.W., by kind invitation of Miss Douglas. Lecture by the Rev. S. C. Tickell on "English Parsing and Analysis."

Saturday, 17th.—Section F. Visit to Swanley Horticultural College, by kind invitation of the Principal, H. Probert, Esq. Tea at 4.30 p.m. (Train from Holborn Viaduct 2.25 to Swanley Junction, thence a walk of two miles to the College. Brakes for parties by arrangement.)

Friday, 30th, 8 p.m.—Section F, at the Modern School, North Side, Clapham Common, S.W. Miss Wheeler will be "at home" to members of the Section. Music.

On Tuesday, May 16, a large and representative meeting of the Teachers' Guild assembled at University College, Gower Street, to hear a lecture given by the Rev. Canon Ainger, D.D., Master of the Temple. The subject was "Sir John Falstaff," the gradual development of whose character the lecturer traced from its first origin in Sir John Oldcastle, Lord Cobham, to its final development in the hands of the great dramatist. He showed how the Lollard martyr, whose character was truly a noble one, and whose confession of sin when brought before his ecclesiastical foes was only the outcome of a true humility—had suffered at the hands of the friars, who in after times held him up to ridicule and contempt. In the chimney corners of the peasants' home they told tales of his vice and immorality, as proved, said they, by his own confession; until at last throughout the nation there grew a widespread belief in the wickedness of the Lollard, and the name of Sir John Oldcastle became synonymous with all that was bad. At length, as the mystery and miracle plays were giving place to the early English drama, the place of the vice in the former was taken in the latter by Sir John Oldcastle. No apologist for Sir John Oldcastle was found until Fox published his "Book of Martyrs," when Lord Cobham's true character was vindicated; but no assertion of truth could remove the ideas which had become associated with his name. In Fuller's "Worthies" we are told that he makes sport in all plays. Of these plays many are lost, but in one—"The Famous Victories of Henry V.," which is not the work of Shakespeare or his contemporaries—Sir John Oldcastle appears, though not as a very important character, only about thirty lines being assigned to him. When Shakespeare first evolved his wittiest character from this raw material, he adopted the name from the old play; but, as some of the descendants of Sir John Oldcastle objected to the representation of their ancestor under such a form, a complaint was made to Queen Elizabeth, who commanded Shakespeare to change the name. In the first quarto of "Henry IV." the name has been changed, but the printer has betrayed the change by leaving the syllable *Old* at the commencement of one of Sir John's speeches. The lecture was listened to with the greatest attention, and was frequently interrupted by bursts of applause. Sir Joshua Fitch, President of Section D, occupied the chair. The audience, in spite of the very changeable weather, completely packed the Botanical Theatre at the College, numbering nearly five hundred persons. The explanation of this unusual muster at a sectional meeting lies, in the first place, in the fact that Cannon Ainger was the lecturer. But great praise is due to the Committee of the Section, and especially to Miss Florence Field (Hon. Secretary), for her work in connexion with the preparations for the evening. The meeting showed conclusively that the distances in London are not really prohibitive when members expect enjoyment; but there have been other lectures of the greatest interest given by prominent lecturers during the past two or three years to the Guild which yet have not secured large audiences.

Section F held a meeting on Friday, May 12, at 8 p.m., at the Streatham High School for Girls (by kind invitation of Miss Lefroy). Dr. John Curnow, Professor of Clinical Medicine at King's College, London, gave a valuable lecture on "Hygiene for Teachers and Pupils." The lecturer dealt with the questions of dietary, curricula, amount of study, recreation, and sleep desirable, clothing, length of quarantine with various illnesses, &c. Much valuable information was given to teachers both as to the treatment of pupils so as to combine physical and intellectual health and training, and also as to the care required to keep themselves in health and proper condition for their duties.

BRANCHES.

Durham and N. Yorks.—An interesting meeting of the Branch was held at the High School, Middlesbrough, on Friday, the 24th inst. Over two hundred teachers were present. Tea was kindly provided by Miss Bedford, M.A., the Headmistress of the High School, for the teachers from the neighbouring towns. Principal Spafford, who presided at this, the first meeting of the Branch in Middlesbrough, briefly stated the objects of the Guild, and mentioned the papers that had been read at other meetings of the Branch. After referring to the Summer Holiday Courses in France, and the efforts of the Guild to encourage thrift, he introduced Mr. Swettenham, H.M.I., who gave an address on "Some Desultory Thoughts on Teaching." An interesting discussion followed, after which votes of thanks were given to Mr. Swettenham and Miss Bedford, on the proposition of Mr. Thomas and Mr. Richmond.

Manchester.—A meeting of the Branch was held in the Girls' High School, Dover Street, on May 12. Prof. Wilkins presided, and briefly commented on some of the provisions of the Board of Education Bill, 1899. He thought they might congratulate themselves on the modifications which had been made in the original draft of the Bill, on the representations of educationists all over the country. One matter of considerable importance in the Bill was that the system of University inspection was recognized side by side with State inspection. Another point on which the Guild had laid stress was that the Consultative Committee should be statutory, and not optional. The Political Committee of the Central Guild had asked the various Councils for their opinion on two particular points of the Bill. There was a provision that the rules for registration should be formulated by the Consultative Committee, and that then the registrar should be appointed to carry out these rules under the direction of the Education Department. The Political Committee took exception to that, and thought the register should be kept under the direction of the Consultative Committee. He, personally, did not see the importance of the point. It was proposed also that at least two-thirds of the Consultative Committee should be composed of representatives of Universities and other bodies interested in education. They might urge the Government to be a little more precise. There were definite bodies representing the teachers, and he thought that the Consultative Committee would speak with authority if representatives of these bodies were elected upon it. He believed it was in harmony with the wish of the Guild that the names of these bodies should be scheduled in the Bill. There were other slight alterations which might be made when the Bill came down to the House of Commons. He moved:—"That the meeting approve the policy of the central body in urging that the Conference of Head Teachers, the Incorporated Association of Headmasters, the Association or Headmistresses, the College of Preceptors, the Teachers' Guild of Great Britain and Ireland, and the National Union of Teachers be included in the clause defining the constitution of the Consultative Committee." Mr. H. A. Johnstone (Stockport) seconded the resolution, which was carried. Miss Burstall (Headmistress of the Girls' High School) afterwards read a paper on "Some Notes on American Education." A discussion followed, and the meeting closed with a vote of thanks to Miss Burstall.

Norwich.—The Norwich Branch held a meeting in the High School, on March 25, under the presidency of the Rev. F. C. Davies, when papers were read by Miss C. Clark and the Rev. S. Boynton Smith, on the "Relations between Parents and Teachers." The former, speaking from the point of view of the teacher, regretted that the common aim of parents and teachers should not be more universally recognized, and that the difficulties of teachers were sometimes increased by the parents' lack of knowledge of the theory of education. Mr. Boynton Smith followed from the point of view of the parent, and said he believed many misunderstandings would disappear if both grasped more fully the fact that the highest end in education was the development of character, and if there were intercourse between them. Miss Wise (of the High School) raised the subject of "Marks as a means of Discipline," giving her opinion that for home work they might have a certain value in stimulating effort; but that moral discipline could be better maintained without their assistance. Mr. H. Oake considered a good system of marks had many advantages, though less as a means of discipline than as a tangible proof of the children's work which could be presented to parents. Discussions followed the reading of the papers.

Glasgow and West of Scotland.—The Annual Business Meeting of this Branch was held on the evening of April 20 last, in the Institute, Bothwell Street, Mr. L. W. Lyde, M.A., President, in the chair. There was a good attendance of members and friends. The usual official reports were read, which recorded a valuable session's work and indicated a favourable condition of the finances of the Branch. Office-Bearers for the coming year were appointed as follows: President, Mr. A. J. Gunion Barclay, M.A., F.R.S.E., Glasgow High School; Secretary, Mr. D. G. Miller, M.A., Dundas Vale Training College; Treasurer, Mr. William Reid, M.A., Glasgow High School. A most enjoyable high-class concert programme was afterwards gone through. The following are the leading points of the Secretary's Report:—After recording a somewhat low ebb in the affairs of the

Branch during the previous session, it says: "This condition of the Branch was felt to be in no small measure due to the fact that the Guild in Scotland had up to that point been unrepresented in the Central Council, and its views on educational matters thus left unexpressed at headquarters. A new enthusiasm was, therefore, created when the Council of the Central Guild removed this anomaly by acceding to the request of the Branch, and so giving to it—in the person of Mr. L. W. Lyde, M.A., of Glasgow Academy—not only representation on the London Council, but also a seat on its Executive Committee. This concession infused new life into the Branch, and gave to the Guild in Scotland what it had long desired—a living practical union with the general association." The Report comments favourably upon the visit of Canon Lyttelton, and, referring to the subject of secondary education, it says: "Early in June last, your Committee thought it wise and timeous to take a forward step in connexion with the subject of secondary education. Legislation then impending made it desirable that the Branch should fall into line with other Branches, with a view to securing a reliable and representative expression of opinion on this important question. Acting on your Committee's instructions, the Secretary communicated with the other educational bodies in Glasgow and the West of Scotland. Their valuable co-operation was readily granted and a 'Joint Representative Committee on Secondary Education' was duly constituted. The meetings of the Committee have been regularly held and are being still periodically continued. Resolutions were passed bearing upon the Government measures for England introduced in August last by the Duke of Devonshire, and these were duly forwarded to Mr. Garrod, General Secretary to the Guild. Since then the Committee has extended its consideration to various points bearing upon secondary education in Scotland, and resolutions are being drawn up in this connexion." The Report goes on to congratulate the members upon "taking an initiative so important," and anticipates for the Branch a life of growing usefulness and importance.

LIBRARY.

The following books are missing from the Library:—Mill, *Realm of Nature*; Scherer, *Abridged German Literature*; Herbert, *A B C of Sense Perception*; Park, *Object Lessons*; Eve, *German Grammar*; Russell, *Natal*; Lotze, *Outlines of Logic*. Will the members who have them kindly return them at once?

The Hon. Librarian reports the following additions to the Library:—Presented by the Author:—French as Spoken: *Thirty Exercises on French Pronunciation*, by E. Aldred Williams (two copies).

Presented by a Member of the Guild:—Horace Mann, by B. A. Hinsdale; *Development of the Child*, by N. Oppenheim.

Presented by the Agent-General for New South Wales:—*The Seven Colonies of Australasia, 1897-8*; *The Wealth and Progress of New South Wales, 1895-6*.

Presented by Messrs. A. & C. Black:—Homer's *Odyssey*, Book IX., edited by A. Douglas Thomson; *The Merchant of Venice*, edited by J. Strong.

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Presented by Messrs. Macmillan & Co.:—*An Introduction to Greek Prose Composition*, by H. Pitman (two copies).

Presented by the University Correspondence College Press:—*Practical Lessons in Bookkeeping*, by T. C. Jackson; *Plato*, Ion, edited by J. Thompson and T. R. Mills.

Purchased:—*Town Life in the Fifteenth Century*, by Mrs. J. R. Green, Vols. I. and II.

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From the mystical verges beyond and above,
Rejoicing we greet, yet with awe-stifled breath,
The singer beloved of songs that we love!
Singer of sagas that quicken the blood,
With the throb of brave deeds and the tension of strife,
Teller of exploits by field and by flood,
Poet of action, Apostle of Life!

Exultant we hail thee!—yet, fearful to think
How Death may have whisper'd the innermost word
Of the secret of Life, in the hush at the brink
Where a soul in new loneliness faces its Lord—
Expectant we hail thee!—What song from above,
What heart-stirring story of vanquish'd despond,
Dost thou bring us, O poet, O friend whom we love—
What message of glory, what cheer from beyond?

M. E. C.

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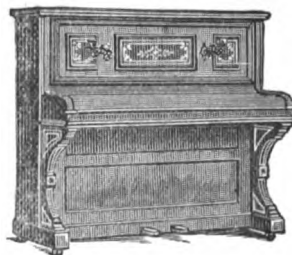
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YORK PLACE, BAKER STREET, W.

Principal—Miss ETHEL HURLBATT.

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Students are requested to enter their names on Wednesday, October 4th.

Lectures are given in all branches of general and higher education. Taken systematically they form a connected and progressive course, but a single course of lectures in any subject may be attended.

Courses are held in preparation for all the Examinations of the University of London in Arts and Science, for the Teachers' Diploma (London), and for the Teachers' Certificate (Cambridge), and also a special course of Scientific Instruction in Hygiene. Six Laboratories are open to Students for Practical Work.

The Art School is open from 10 to 4. Students can reside in the College.

Full particulars on application to the PRINCIPAL.

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TRAINING IN TEACHING.

(Recognized by the Cambridge Syndicate.)

Head of the Department—Miss H. ROBERTSON, B.A.

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Full particulars on application to Miss ROBERTSON.

THE DACHELOR TRAINING COLLEGE, CAMBERWELL GROVE, S.E.

In connexion with the Datchelor Collegiate School for Girls. *Governing Body*—The Worshipful Company of Clothworkers of the City of London.

Principal—Miss RIGG.

Mistress of Method and Lecturer—Miss CARPENTER; Assisted by other Teachers and Lecturers.

This College provides a full Course of Professional Training for Women Teachers, together with abundant opportunity for regular class teaching in a school of over 400 pupils. Special provision is made for instruction in Physiology and Hygiene, Elocution, Drawing, and Ling's Swedish Drill. Students are prepared for the Examination of the Cambridge Teachers' Training Syndicate. A comfortable Hall of Residence is provided for Students in the Training College. Terms moderate. A Free Studentship (Training and Residence) will be awarded in September. For conditions apply to the SECRETARY.

MME. BERGMAN ÖSTER- BERG'S PHYSICAL TRAINING COL- LEGE, Dartford Heath, Kent (formerly at Hampstead).

The College, which is conducted on strictly hygienic principles, was opened in 1885, with the view of training educated women as Teachers of Scientific Physical Education—the object of whose work will be: to spread the knowledge of Physiology, Anatomy, and Hygiene; to teach Gymnastics, Cycling, and outdoor Games (Lawn Tennis, Cricket, Hockey, Basket-Ball, &c.) in Girls' Schools and Colleges; and to give Medical Gymnastics and Massage under medical superintendence.

The Course of Training extends over two years. At the end of the Course examinations are held and certificates of theoretical knowledge and practical efficiency in teaching awarded to successful students.

The College is situated on very high ground, gravel soil, on the confines of an extensive heath, half an hour from town. It stands in its own fine grounds of fourteen acres, including Out-door Gymnasium, Cycle Track, Cricket and Hockey Grounds, Lawn Tennis Courts laid down in cement.

No student from this College need be without remunerative work. Salary £100 and upwards.

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Full particulars may be obtained from the SECRETARY.

CENTRAL REGISTRY FOR TEACHERS.

25 CRAVEN STREET, CHANCERY CROSS, W.C.

(Telegraphic Address—"DIDASKALOS," LONDON.)

Conducted by Miss LOUISA BROUGH, late Registrar of the Teachers' Guild, formerly Secretary of the Women's Education Union, Teachers' Training and Registration Society, &c.

Miss BROUGH supplies University Graduates, Trained and Certificated Teachers for Public High Schools and Private Schools, Visiting Teachers of Special Subjects, Kindergarten Mistresses, &c., as well as English and Foreign Governesses for Private Families.

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" "	FIFTEENTH.
JAN., 1899,	FIRST;
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COMMENCE ON THE

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University Correspondence College London Office,
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2. SCHOOL PARTNERSHIP.—
A Lady with experience in High School work wanted to join a Lady in opening a high-class Day School for Girls in good residential suburb of large Northern town.

3. SCHOOL TRANSFER.—
Nucleus of Preparatory (Day and Boarding) School for Boys, at health resort on the South Coast. Moderate fees. Rent £110. Vendor will accept capitation fee on Pupils transferred.

4. SCHOOL TRANSFER.—
Day and Boarding School for daughters of gentlemen, at one of the principal watering places on the South Coast. Gross receipts exceed £2,000. A purchaser must have capital to take over the furniture, fixtures, and leases, but very easy arrangements about goodwill would be made with a suitably qualified lady.

5. SCHOOL TRANSFER.—
Nucleus of Day School on outskirts of Midland town. No premium for Goodwill. Pupils transferred by capitation fee.

6. SCHOOL TRANSFER.—
Old-established Day and Boarding School for Girls at fashionable South Coast watering place. Nine Boarders; four Day Pupils. Receipts about £1,100. Easy terms of transfer.

7. SCHOOL TRANSFER.—
Long established School for Girls of the upper classes, in good residential suburb of London. 30 Day Pupils at good fees. A few Boarders. Satisfactory reason for retirement of vendor. Receipts £900. Premium £300.

8. WANTED TO PURCHASE.—
Two Ladies with considerable experience in High School teaching wish to purchase a high-class Day School of not less than 40 Day Pupils. A few Boarders not objected to.

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LONDON MATRICULATION, INTER. ARTS and SC., PREL. SCI., B.A. and B.SC., Afternoon and Evening Classes. Tuition and Classes during August. B.A. and INTER. ARTS HONOURS CLASSICAL CLASS, INTER. SC. HONOURS BOTANY CLASS.

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SUCCESSSES.

LONDON MATRIC., 1892-98: 58.

INTER. ARTS AND SCIENCE AND

PREL. SCI., 1892-1898: 85, 5 IN

HONOURS. FIRST M.B., 1. B.A.,

1891-96: 24, 5 HONOURS. B.Sc., 3.

B.A., 1897: 5, 1 IN HONOURS.

SCIENCE SCHOLARSHIPS: Guy's, 1892, Westminster, 1894 and 1896.

OXFORD & CAMBRIDGE ENTRANCE: 18.

OXFORD CLASSICAL SCHOLARSHIP: 1.

INDIAN CIVIL: 1. ROYAL UNIVERSITY:

80. MEDICAL PRELIMINARY: 75.

DORECK SCHOLARSHIP, 1895 and 1896.

LEGAL PRELIMINARY, FIRST CONJOINT

EXAMINATION: 25.

HONOURS MATRIC., JUNE: 1. M.A. CLASSICS,

1898: 1. B.A. and B.Sc., 1898: 11. MATRIC.: 6.

NOTICE OF REMOVAL.

In consequence of increase of business, Mr. Needes has removed to more central offices, 99 STRAND, LONDON, W.C. (opposite Exeter Hall).

MEDICAL AND**SCHOLASTIC AGENCY.**

99 STRAND, W.C. (Established 1860.)

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TO VENDORS.—In addition to commission, no extra charges are made. Mr. NEEDES has the names of numerous Clients, both ladies and gentlemen, on his books, prepared with capital, up to £10,000 or more, to negotiate at once for any *bond fide* School or Partnership.

TO PURCHASERS.—No commission charged.

1. **South Coast.**—Very high-class old-established Girls' School for Sale. Situate in a most fashionable seaside resort. Receipts average from £9,000 to £10,000. Profits, £4,000. Excellent Premises, tennis lawns, &c. First-class connexion only. Would suit two or more Ladies with University education and capital. Price, 2½ years' purchase. Mr. Needes can thoroughly recommend this. Principals or their solicitors only dealt with.

2. **South Coast.**—Good-class Boarding and Day School for Sale. Standing in its own grounds, and most pleasantly situate. Nearly 40 Pupils. Receipts average between £1,200 and £1,400 a year. Rent of magnificent premises about £200. Capital required from £1,200 to £1,500. Mr. Needes has known the vendor and school for years, and can unreservedly recommend this.

3. **Wanted,** by two Ladies of experience, a good-class School, situate near London, on the South side of the river, in a good residential neighbourhood. Large Premises with grounds essential. Capital up to £2,000. All particulars received by Mr. Needes in strict confidence.

Mr. NEEDES has numerous Schools and Partnerships for Sale on his books. Capital required, £50 to £1,500.

All particulars and prospectus on application to F. C. NEEDES, B.A. Telegrams: "Needes, 99 Strand."

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(ESTABLISHED 1873.)

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1.—No. 2,845.

PARTNERSHIP OR SALE.

The opportunity is offered to a capable and experienced Educationalist, who has a connexion amongst Parents of high social position, to purchase or become a Partner in a School of the highest class for Gentlemen's Daughters at a fashionable seaside health resort. The School is under distinguished University patronage. The Staff is an exceptionally strong one, and the Premises are practically perfect, with every modern educational appliance, and with separate Boarding Houses, Fives Courts, Tennis Courts, Playing Fields, and Grounds, in all of about 18 acres. At present there are 40 Boarders, the fees ranging from 90 to 111 guineas, exclusive of extras; and 22 Day Pupils and Day Boarders at high fees. Receipts over £6,000 per annum. The School is steadily increasing in numbers. The Buildings would accommodate 100 Boarders.

2.—No. 2,738.

THE PRINCIPAL of one of the best known and most successful Finishing Schools for Gentlemen's Daughters, in the neighbourhood of London, proposes to retire in the course of the next two years, and desires to meet with a Lady of experience and possessing the necessary capital to succeed her. The School is of the highest class. The Premises are admirably adapted to the purpose, and stand on gravel soil in beautiful grounds of 22 acres, with tennis courts, cricket and hockey grounds, gymnasium, studio, private laundry, &c. There are 42 Boarders in the School, paying fees of £120 a year each, exclusive of all extras. No Day Pupils are received. The gross receipts for last year amounted to £8,050 and the net profit to £1,935. From £6,000 to £6,500 would be required for the goodwill and furniture. A thorough introduction will be given. This is an exceptional opportunity.

3.—No. 2,828.

THE PRINCIPAL of a successful and important School in the North of England wishes to retire in favour of a suitable Successor, having conducted her School for 38 years and having realized a competency. Admirable premises, built specially for School, which is quite full. Receipts £4,232. Present profits £1,080. Very easy terms of transfer will be made to a suitable Successor and a thorough introduction given.

4.—No. 2,822.

THE PRINCIPALS of an old-established and successful Boarding and Day School in the neighbourhood of London desire to retire, having realized a sufficient competency. The School is quite full, with 11 Boarders, fees 51 to 60 guineas, exclusive of extras, and 77 Day Pupils, fees 7½ to 15 guineas per annum each, exclusive of extras, and 10 Day Boarders, fees 17 to 27 guineas, exclusive of extras. Receipts about £3,000 per annum. Pupils might be transferred by capitation fees. Premises the property of the Vendors, who would let them at a rental of £140 or sell them. This transfer can be unreservedly recommended.

5.—No. 2,817.

A LADY, after 20 years, wishes to retire from good-class School in growing London Suburb. Good detached house with grounds. Rental £65 a year. Accommodation for 12 Boarders. Now 32 Day Pupils. Average Receipts about £460 per annum. £200 for Goodwill and School Furniture.

For full particulars of these and many others, apply to Messrs. Gabbitas, Thring, & Co., 38 Backville Street, London, W. No charge to Purchasers.

1.

A LADY, holding the Cambridge Teacher's Certificate, with three years' first-rate experience, who is Principal of a successful DAY SCHOOL in the West of England, desires to purchase a high-class BOARDING SCHOOL in the country or at the seaside; might take a Partnership, and could bring with her 12 or 14 Boarders paying good fees. Has Capital.

2.

A LADY and her friend, both having successful High School and Private School experience, desire to purchase a DAY SCHOOL, with or without a few Boarders, conducted on High School lines, in London or home counties. Capital from £1,000 to £2,000.

3.

TWO LADIES (one a L.L.A. and the other a Trained Kindergarten Teacher), both with eight years' experience in High Schools and Private Schools, desire to purchase a BOARDING and DAY SCHOOL on the South Coast, near London, or in the Midlands. Capital available, £1,000. Have a good connexion.

4.

THE PRINCIPALS of a high class School for Daughters of Gentlemen in the North desire to remove their School to the South in about a year's time or less. They desire to purchase the nucleus of a high-class SCHOOL, with good Premises, Garden, and Recreation Grounds, either in the neighbourhood of London or at a fashionable Seaside Town. Can provide ample capital, and would probably bring about 14 Boarders.

5.

TWO LADIES (one a Scholar of Newnham, with high Honours in Natural Science Tripos, the other with first-rate High School experience) wish to purchase a successful SCHOOL for Girls. Capital up to £1,000, if necessary.

6.

LADY PRINCIPAL of Preparatory School for Boys in the North wishes to purchase DAY PREPARATORY SCHOOL for Boys in or near London. Capital available £500.

7.

LADY holding the higher Cambridge Honour Certificate, for fifteen years Headmistress of a High School of 150 Pupils, wishes to purchase a DAY SCHOOL with or without a few Boarders, in the neighbourhood of London. Capital available £600 or more.

8.

THE PRINCIPAL of a School is prepared to purchase a good-class BOARDING and DAY SCHOOL for Girls, or Boarding School, in a healthy London suburb or on South Coast. Capital £500 to £1,000. Could bring Pupils.

9.

CLERGYMAN and his Wife (Principals of a well-known and high-class Girls' School in England) desire to purchase a first-class LADIES' SCHOOL in Paris or the neighbourhood as a Branch of their own School. Capital available up to £2,000, if necessary.

10.

A STUDENT of NEWNHAM (Honours in the History Tripos), who has had some School experience, wishes to purchase a Partnership in a BOARDING SCHOOL for Girls on modern lines, in the neighbourhood of London. Capital £1,000, or more if necessary.

SCHOOL TRANSFER AGENCY. (Established 1888).

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Offices—34 BEDFORD STREET, STRAND, AND 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.

Schools Transferred and Valued. No charge whatever will be made to Vendors of Schools or School Partnerships by Messrs. Griffiths, Smith, Powell & Smith, unless a sale is effected or agreed upon.

SPECIAL NOTICE TO VENDORS.

As Messrs. Griffiths, Smith, Powell & Smith, have at all times the names of a large number of intending Purchasers of Schools and School Partnerships on their books, they have every confidence in stating that they can readily effect a sale of any desirable Property they may be instructed to dispose of. All instructions relating to the Transfer of Schools and School Partnerships receive the personal attention of one of the Partners of the firm.

NO COMMISSION CHARGE WHATEVER WILL BE MADE BY MESSRS. GRIFFITHS, SMITH, POWELL & SMITH, TO PURCHASERS OF SCHOOLS, OR SCHOOL PARTNERSHIPS.

Applications from intending purchasers are solicited for the following properties:—

LONDON, S.W.—GIRLS' BOARDING AND DAY SCHOOL. Income £1,700 to £1,800. 28 Boarders, 56 Day Pupils. Rent only £110. Goodwill and very valuable furniture £1,500. School increasing each term.—No. 6,277.

NEAR LONDON.—BOARDING AND DAY SCHOOL FOR GIRLS. Income about £500. 6 Boarders, 20 Day Pupils. Splendid premises, with grounds of 1½ acres. Only one term's income by way of premium.—No. 6,175.

SOUTH DEVON.—BOARDING AND DAY SCHOOL FOR GIRLS. Income about £800. 9 Boarders, 21 Day Pupils. Rent £50. Beautiful locality. Goodwill £200.—No. 6,185.

LONDON, N.W.—GIRLS' DAY AND BOARDING SCHOOL. 4 Boarders at 60 guineas and 27 Day Pupils at 3 to 10 guineas per term. Excellent locality. Price for goodwill, with School and nearly all household furniture, about £400.—No. 6,287.

WORCESTERSHIRE.—BOARDING AND DAY SCHOOL FOR GIRLS. 12 to 17 Boarders, 28 Day Pupils. Fees for Boarders, 45 to 60 guineas; Day Pupils, 6 to 18 guineas. Fine premises, property of vendor. Price for goodwill and furniture, £900.—No. 6,278.

YORKS.—BOARDING AND DAY SCHOOL FOR GIRLS. Average receipts £820. Net do. £247. 9 Boarders, 16 Day Pupils. The receipts for last term were above the average. Rent of fine detached premises, good gardens, £85. Goodwill £250.—No. 6,280.

TRANSFER OR PARTNERSHIP.—Near S. Coast. BOARDING AND DAY SCHOOL FOR GIRLS. Also PREPARATORY CLASS. Income, £800 to £700. 13 Boarders, 17 Day Pupils. Easy terms of sale or partnership.—No. 6,286.

SOMERSET.—KINDERGARTEN, PREPARATORY, and UPPER SCHOOL FOR GIRLS. Income, £480. 55 Pupils. Rent only £48. Goodwill, £200.—No. 6,290.

LONDON, W.—First-class BOARDING SCHOOL FOR GIRLS. 17 Boarders. Income about £900 or more. Goodwill only £200. Furniture at valuation.—No. 6,279.

NOTTS.—Partnership in flourishing SCHOOL FOR GIRLS. The Pupils pay good fees. Only £200 capital required.—No. 6,317.

KENT.—BOARDING AND DAY SCHOOL FOR GIRLS. 6 Boarders, 42 Day Pupils. Income £425. Goodwill, splendid Iron Room, and nearly all furniture, £400.—No. 6,289.

CHESHIRE.—BOARDING SCHOOL FOR GIRLS with few Day Pupils. 25 Boarders. 8 to 10 Day Pupils. Income £1,100 to £1,200. Excellent Home and Grounds (property of vendor). Rent £100. Goodwill to be arranged.—No. 6,285.

HERTS.—GIRLS' BOARDING AND DAY. 12 Boarders, 8 Day Pupils. All at fair fees. Good detached premises; good garden, property of vendor. Rent £60 to £70. Exceptionally easy terms of sale.—No. 6,319.

LONDON, N.—GIRLS' DAY, with 2 Boarders; 35 Day Pupils. Income about £380 to £400. Goodwill £100. School furniture £50.—No. 6,346.

LONDON, N.W.—GIRLS' DAY SCHOOL. 30 Pupils. Income about £400. Rent £55. Goodwill £250.—No. 6,282.

KENT.—GIRLS' BOARDING AND DAY SCHOOL. 7 Boarders, 30 Day Pupils. Income about £500. Reasonable offer accepted.—No. 6,281.

KENT.—DAY SCHOOL FOR GIRLS, with 4 Boarders. 40 Day Pupils. Income about £400. Splendid Premises. Goodwill £150.—No. 6,288.

N.B.—A complete list, containing the particulars of Girls' or of Boys' Schools and School Partnerships for sale, will be forwarded by Messrs. Griffiths, Smith, Powell and Smith, to intending Purchasers on application.

London University Science Examinations.



Summer Vacation Classes for Beginners

IN

PRACTICAL CHEMISTRY, PHYSICS, BOTANY, AND ZOOLOGY.

These Classes commence Tuesday, 1st August, 1899, at University Tutorial College, London, and meet daily for four weeks. The Chemistry and Zoology Courses extend over four weeks, the Botany Course over three weeks, and the Physics Course over two weeks.

The subjects will be dealt with in a very elementary manner, and in Zoology and Botany the work at first will be taken very slowly, so that the student may acquire skill with the knife and microscope, and thus pursue his private work to greater advantage.

FEES (payable in advance):—Four subjects, £7. 17s. 6d.; Three subjects, £6. 16s. 6d.; Two subjects, £5. 5s.; Chemistry, Zoology, or Botany, £3. 13s. 6d.; Physics, £2. 2s. These fees are reduced to registered students of U.C.C.

Arrangements will be made for students who cannot attend for four weeks to take up, without additional fee, the work omitted in class.

At Inter. Science, 1898, fifty-two Students of University Tutorial College were successful, with nine places in Honours. During the last three years 316 Students have passed Prelim. Sci. (M.B.).

Summer Vacation Revision Class for B.Sc.

Classes are held in subjects for the B.Sc. Examination, October, 1899, commencing Tuesday, August 1st, at University Tutorial College, London, and extending over a period of four weeks. Special attention is paid to practical work.

FEES:—Three subjects, £7. 17s. 6d.; Two subjects, £6. 6s.; One subject, £4. 4s. Students of Univ. Corr. Coll. may attend Revision Classes at reduced fees.

At B.Sc., 1898, thirty-seven Students of University Tutorial College were successful, with ten places in Honours.

Time-table and further particulars may be had from

THE VICE-PRINCIPAL,

University Tutorial College,

32 Red Lion Square, London, W.C.

ENGINEERING AND CHEMISTRY.**CITY AND GUILDS OF LONDON INSTITUTE.**

SESSION, 1899-1900.

THE COURSES OF INSTRUCTION at the Institute's **Central Technical College** (Exhibition Road) are for Students not under 16 years of age; those at the Institute's **Technical College, Finsbury**, for Students not under 14 years of age. The Entrance Examinations to both Colleges are held in September, and the Sessions commence in October. Particulars of the Entrance Examinations, Scholarships, Fees, and Courses of Study, may be obtained from the respective Colleges, or from the Head Office of the Institute, Gresham College, Basinghall Street, E.C.

CITY AND GUILDS CENTRAL TECHNICAL COLLEGE.

(EXHIBITION ROAD, S.W.)

A College for Higher Technical Instruction for Students not under 16 preparing to become Civil, Mechanical, or Electrical Engineers, Chemical and other Manufacturers, and Teachers. Fee for a full Associateship Course, £25 per Session. Professors:—

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<i>Electrical Engineering</i> ...	W. E. AYRTON, F.R.S., Past Pres. Inst. E.E.
<i>Chemistry</i> ...	H. E. ARMSTRONG, Ph.D., LL.D., F.R.S., Dean of the College for the Session.
<i>Mechanics and Mathematics</i> ...	O. HENRICI, Ph.D., LL.D., F.R.S.

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(LEONARD STREET, CITY ROAD, E.C.)

Provides Courses of Intermediate Instruction for Day Students not under 14 years of age preparing to enter Engineering and Chemical Industries. Fees £15 per Session. Professors:—

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<i>Chemistry</i> ...	R. MELDOLA, F.R.S., F.I.C.

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Grounds include Tennis Court, Sand Playground, Garden, &c.

Prospectus, with particulars of Boarders' Fees, Entrance Scholarships, on application.

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The most perfectly appointed institute in the country for Physical Training.

Beautifully situated close to the Sea.

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Lecturers { FRANCIS NEWSHAM, F.R.C.S.
Rev. W. A. BULPIT, M.A.
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Objects: To train Ladies as Scientific Teachers of Physical Education. All branches and systems taught. Educational establishments supplied with efficient teachers.

GYMNASTIC TEACHERS' TRAINING COLLEGE.

UNDER THE DIRECTION OF

FRAÜLEIN WILKE.

Students are trained in all branches of Gymnastics on the German, Swedish, and English systems.

Fencing, Swimming, Life-Saving, and Outdoor Games.
Massage and Medical Gymnastics.
Lectures on Physiology, Hygiene, Anatomy, and Elocution.

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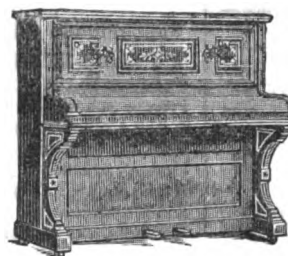
AT the request of several Masters and Mistresses who have used the *Hints* with their classes, I have added an Appendix with easier examples. In them more French words are supplied, and more references are given to the rules which they illustrate. The method of pitfalls is rightly discredited, and it is generally allowed to be a more fruitful discipline to prevent a pupil from making blunders than to rap him over the knuckles for making them. Even with the references the happy-go-lucky boy and the cocksure boy will both be caught tripping.

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OCCASIONAL NOTES.

THE Secondary Education Bill has passed the second reading, and been referred to the Standing Committee on Law, on Sir John Gorst's motion, which was carried by 182 votes against 80. To the Bill itself there was no serious opposition, only a strong under-current of suspicion and hesitation, with an ebbing tide of enthusiasm. The explanation is simple. On the Conservative side, the Church party, who were thirsting to follow the Archbishop's lead and bring the Ark into the battle, were cowed by the fear of endangering the Tithes Relief Bill. On the other side, the Radicals felt that it would be quixotic to refuse half a loaf when offered them, with no reasonable prospect of getting more.

MR. BRYCE alone, the greatest authority on education in the House, subjected the Bill to a detailed criticism. He complained that the measure was vague, nebulous, and even obscure, a blank cheque that Parliament was asked to sign for the Department to fill in as and when it would. In particular he objected that, if the Bill passed as it stood, it would set up a second Charity Commission, with overlapping and conflicting functions. Thus the inspection contemplated by the Bill was wholly different from the inspection now exercised by the Commission under the Endowed Schools Act, and the latter could not be transferred by an Order in Council unless the Act were redrawn. Again, though the Bill prescribed the framing of regulations for the formation of a register, it contained no provision for the creation of such a register, nor, in his opinion, was the Education Department the right body to keep the register. Lastly, he complained that the constitution of the Consultative Committee was shadowy and indefinite, and regretted that its advisory powers were not confined, as the Royal Commission recommended, to secondary education.

THERE was absolutely no attempt to answer these raking criticisms. The Government refused to be drawn from its double line of defence: the first, that the Committee stage was the proper time for considering details; the second, that the introduction of any contentious matter would endanger the passing of the Bill.

ONLY two other speeches call for comment. Mr. Jebb saw no reason why the supplementary Local Authority Bill should not be introduced early next Session (unfortunately Mr. Jebb is not in the Cabinet), and regretted that the Government had not seen their way to sanction the application of the "beer money" to secondary education. Sir William Anson, in an excellent maiden speech, bore testimony to the value of training, and boldly avowed himself one of that despised sect the so-called "educational faddists."

THE scandalous dismissal of the whole staff of Grantham Grammar School at the resignation of the headmaster at Christmas last has now been investigated, but the Charity Commission have not yet published their decision. The school authorities concerned—the past and present headmasters and the Governing Body—all with one consent began to make excuse, and each severally declared that the assistant-masters in question had not been dismissed by him or them. This is an intolerable state of things. Assistant-masters who have served their office faithfully from ten to twenty years, and against whose character nothing was alleged, deserve more consideration for their legitimate claims than to be tossed like a shuttlecock from one school authority to the other. The bottom fact of the situation was a complete ignorance of the law affecting the case among the officials concerned; and the inquiry, inasmuch as it is likely to draw from the Charity Commission a definite pronouncement on the point, will do much general good as well as throw light on a particularly dark corner of endowed-school administration in a county which, as the recent case of Spalding also evidences, seems to possess not a few such corners.

THE contention of the Governing Body that the contract of the assistant-master is merely *personal* between him and the headmaster, cannot, when the school is administered under a scheme of the Charity Commission, hold water for a moment. The contention of the Associations of Headmasters and Assistant-Masters, both represented at the inquiry, is, that the headmaster is, for financial purposes, such as the payment of assistant-masters, an agent of the Governing Body, but an agent whose powers are expressly conferred and limited by Act of Parliament. Thus the headmaster appoints in his *official* capacity, and, when he individually ceases to be headmaster, his successor succeeds to the office with its rights and its limitations. If, therefore, the outgoing headmaster has not given notice of dismissal, it is for the incoming headmaster to give a term's notice, such being the length of notice fixed by the custom of the profession. This contention explains the fact, affirmed also in this case, that no reappointment of assistant-masters takes place on a change in the headmastership. If, as may be anticipated, the Charity Commission affirms in favour of this latter contention, a clearer view of the situation, tending to greater security of tenure in the case of assistant-masters, will have been obtained, and the Grantham masters will not have suffered in vain.

WHETHER it be the result of adversity or not, yet once more the Incorporated Headmasters find themselves in

active if unconscious alliance with the Association of School Boards. Naturally, the County Councils and their technical education work are the object of attack. When the Departmental Committee promulgated the celebrated Clause VII., every one was amazed to find adverse memorials, breathing the same spirit, sent in from the Headmasters and the School Boards. It is true that the Headmasters, or, rather, provincial branches of them, soon climbed down, and in the West Riding and elsewhere, supported the County Council applications; but the Tsung-li-Yamen in London was never happy over the clause. The Lockwood Bill, of course, made things worse; and now Clause 3 (1) of the Board of Education Bill has roused in every County Council in the kingdom the bitterest animosity against the tactics of the London Executive of the Headmasters, who, a distinguished provincial headmaster writes, "boss the concern." Earl Spencer's amendment to this clause, cutting out the words "or other organization approved by the Board," was, we find on the authority of the *School Board Chronicle* and *Westminster Gazette*, introduced at the instance of the Association of School Boards with a view to damage the secondary and technical schools connected with County Councils, and in revenge for Clause VII. Of course, nothing of this was mentioned in the House of Lords, or the amendment would not have been carried. The inspection now conducted by County Councils of their own technical or aided secondary schools is not to be recognized, while the Leather Tanning School of Bermondsey and the Agricultural School of Dauntsey will no longer gain recognition if inspected by the City and Guilds Institute or the Board of Agriculture, but must rely upon the (non-existent) inspectors of the Board of Education or take refuge with a University Extension Society. The College of Preceptors, the Chamber of Commerce, the Joint Scholarship Board, &c., are also disestablished and on the high road to be disendowed, while the Locals will wax fat and prosper; for, of course, inspection and examination will go together hand-in-hand. The Lockwood "Separatist" party naturally saw their opportunity. In the Bill, as it stands, the word "secondary" only appears in Clause 3, and there it obviously is used in the Royal Commission sense, and so "includes technical." But once cut off in that clause the inspection done by all "technical" bodies and give to Universities a practical monopoly, then, for the purpose of this Bill, the Lockwood separation is accomplished. Hence a letter has gone out to Incorporated Headmasters asking them to oppose the County Councils and the Lord President in the steps they are taking to reinsert the missing words in the House of Commons. The case for restoration of "or other" was admirably voiced by Sir A. Rollit on the second reading debate on June 26th.

MR. JAMES BRYCE'S presidential address to the Teachers' Guild, of which a full report will be found in another column, is throughout so sound, so temperate, and so practical that it leaves little to comment on or to supplement. In his arguments against the teaching profession becoming a branch of the Civil Service, he was preaching to the converted. When he hinted at the drawbacks involved in a close profession, he seemed to us to be consciously playing the part of an *advocatus diaboli*. In the medical profession, which offers the closest analogy, he would be the last man to deny that the gains counterbalance a hundredfold the losses. To our minds, the most interesting part of his speech was his treatment of the religious question, for here it was evident to those that heard him that he was carried away by strong personal feeling, and forgot for awhile the practical politician. That

genuine religion can be taught, or rather imparted, at school, that dogma to children is as water to a duck's back—all this is familiar in our ears as household words, but it is good to hear it proclaimed by an ex-Cabinet Minister, and endorsed (apparently) by Mr. Lyttelton.

BY the time this is in our readers' hands, Mr. Robson's School Attendance Bill will probably be safe. It is through the Commons, and is down for second reading by the Lords on the last day of June. With the Bill as a whole, and recognizing the limits put upon legislation by the state of public opinion in Lancashire and in agricultural districts, we are in sympathy. The existing law allows a child to claim exemption or partial exemption from school at the age of eleven. Whether he leaves school at that age, or whether he becomes a "half-timer" depends upon the inspector's report of his progress. By Mr. Robson's Bill this age is raised to twelve. No one who believes in the value of school education can object to this provision. It is to a proviso specially referring to agricultural districts that the teacher may, and no doubt does, object. The Local Authority (*i.e.*, the School Board) may, if it will, raise the age of complete exemption to thirteen; and in this case has the power of granting partial exemption for the two preceding years. The question has been how far this special exemption should go, or if it should be permitted at all.

AS the Bill stands, a boy in an agricultural district may obtain partial exemption from school between the ages of eleven and thirteen; and this partial exemption means that he must make two hundred and fifty attendances as his maximum; *i.e.*, he must attend school for twenty-five weeks in the year. We cannot go quite so far as Major Rasch, who actually stayed away from the Derby to vote for this clause, in order that the children might have at least six months' "real education" in the year; that is to say, a practical training in the art of frightening crows, or in the science of feeding pigs. We cannot go to such lengths, but we are fully prepared to admit, and we have often stated before, that in country villages education tends to become too bookish. The teacher fresh from the somewhat—dare we say it?—priggish intellectual atmosphere of his training college is apt to attach too little importance to education other than that got from text-books and lectures. Hence it is that village education so often fails to win the cordial support of the parents.

THE only idea the labourer has is to get his children from school as soon as possible. He seems to think that education makes boys lazy." This is one extract out of many similar ones that might be quoted from the report of the commissioner of the *Manchester Guardian*. Whether the criticism be deserved or no, the elementary schoolmaster must recognize its existence. For ourselves, we think it no bad compromise that a village boy should spend his winters at school and his summers on the land. How many famous scholars in America and in Scotland have done the same in their boyhood! But there must be regularity in the irregular attendance. It is fatal to a school to have a half-timer dropping in for a week or two and then going off to hoe potatoes. Each locality knows its busy times, and must regulate accordingly. As far as possible, attendance should be regular (with a short break at Christmas) from, say, October to March. With this proviso, we welcome the Bill, and we think the anxiety of the teacher in agricultural districts is exaggerated. At the same time, we would have preferred to read thirteen for twelve, and fourteen for thirteen.

A BOMB has been thrown into every School Board office in the country. We have been watching the gradual preparation of this explosive for some years, and we cannot yet feel sure of what materials it is composed. It may fizzle out in the waste-paper basket, or it may finally shatter the aspirations of School Boards to provide education higher than elementary. With these aspirations in the past we have had considerable sympathy. But, now that County Councils have undertaken certain sections of secondary education, it is obviously a pity that there should be wasteful competition between two public bodies in the same area. Such competition has become acute in some districts of London. And the Auditor of the Local Government Board has heard appeals as to the legality of expenditure by the School Board upon science and art education. The Auditor was understood to disallow certain items, and to assert that such expenditure was illegal and can only be carried through as financial aid from the County Council. The Clerk to the School Board corrects the newspaper report, asserting that the Auditor reserved his decision. However this may be, we hope the practical result may be a closer union between the two educational bodies, instead of unfair competition.

THE growth in the demand for kindergarten certificates has been somewhat remarkable during the past few years. It is difficult to assign the precise reason for this. But we hope that it may indicate that kindergarten principles are at last spreading upwards into, at any rate, the junior forms of our high schools; and that trained and certificated kindergarten teachers are finding places on the staff of the school proper. Twelve years ago the number of candidates for the certificates of the National Froebel Union was considerably under 100 per annum. This year the number for the Elementary and Higher Certificate Part I. together amounts to 540, and about 200 may be expected for Part II. of the Higher Certificate. In other words, the numbers have increased tenfold in twelve years. This rapid growth has rendered it practically impossible to hold all the examinations at the same time of year as has hitherto been done, mainly because of the difficulty of getting the use of schools for the practical work. This year, therefore, a change has been introduced. The examinations for the Elementary and Part I. of the Higher Certificate are to be held as before in July; but Part II. of the Higher Certificate will be held in December. Those who employ teachers holding the Higher Certificate will accordingly do well to note that the large supply of such teachers will come in January instead of in September as formerly. It will be worth their while to bear this in mind, for, speaking quite generally, every year marks an improvement, however slight and fluctuating, in the training and qualifications of the teachers who seek to work on kindergarten principles; though, of course, a year or two of experience must always count for much.

THE Art for Schools Association has distinguished itself this year by the production of a woodcut on a heroic scale representing a ploughing scene. The design, executed purposely for the Association, is by Mr. William Strang, the cutting by Mr. John Brydon; and the result is a work of exceptionally vigorous and masculine effect. The print measures six feet by five, a size calculated to tell well upon the large spaces of Board school walls. But its size is interesting upon other than utilitarian grounds. This publication of the Art for Schools Association ought to make a mark in the history of woodcutting. Very few designs have ever been executed in wood on quite so large a scale. The splendid composition, by Titian, of "Pharaoh overwhelmed in the Red Sea," was cut on about the same

scale, but the printing was uneven and the impressions of it are rare—good impressions very rare. The largest of old woodcuts is the "Triumph of Maximilian," designed by Dürer; this is made up of many small compartments, and the total result is ineffective. Mr. Herkomer's advertisement of the *Magazine of Art* may be remembered; though of huge size, it had not great distinction. Beyond these examples we can recall no woodcuts that compete in size and dignity with the plough produced by Mr. Strang and Mr. Brydon.

MR. BALFOUR is a delightful speaker, and we scarcely know whether to admire most his eloquent defence of the humanities, or his forcible arguments in favour of scientific studies. It is the spirit that gives life. "You may study chemistry," says Mr. Balfour, "and you may study Greek versification in a spirit that will leave you as barren and poor after you have done it as you were before you began it." No one is now found to uphold the language curriculum of two hundred years ago; but many are found to condemn the purely scientific training that seems to be aimed at now under certain curricula. Last month we quoted the Bishop of London and the Master of Downing College, who both spoke strongly in favour of the humanities. This month we may adduce the very fervid address of Mr. Bryce against the "hard, dry, unfertile type of mind" produced by scientific studies alone. And we have Mr. Balfour at the Leys School, who, while asserting that every educated man should drink deep of both sources of inspiration—nature and literature, adds, "I hold, with, I think, almost everybody who has studied the question, that all education that is not in part, and in considerable part, a literary education is necessarily maimed and one-sided."

A THIRD advocate of the humanities appears in Prof. Jebb. His Romanes Lecture was entitled "Humanism in Education," and chiefly dealt with the historical growth of humanistic studies; but he ended by summing up the claims for a continuance of the study of literature. We quote two passages and a third which the Professor cited from Mr. Froude: "Finally, it should not be forgotten that classical literature affords the best, if not a necessary, preparation for the study of classical art; and that Greek art remains, in its own province, the most perfect expression of the artistic spirit." "Classical studies help to preserve sound standards of literature; they develop a literary conscience." "If we ever lose those studies, our national taste and the tone of our national intellect will suffer a serious decline." These utterances of the five distinguished men, scholars, scientists, politicians, should be carefully weighed by those who are trying to oust language study from certain of our schools.

THE Mathematical Tripos list issued last month at Cambridge is instructive in two ways. It bears witness that our ancient Universities are becoming cosmopolitan, and that our old public schools do not maintain their monopoly in Wranglers. Two men are bracketed "Senior": one is an Englishman, educated first at an elementary school, from whence, by means of the "scholarship ladder," he reached the University; the other is a native of India. The third Wrangler is an Australian; the fourth was educated in Australia; the fifth comes from the Cowper Street Schools, and was originally an elementary-school boy. Indeed, if we are not mistaken, we must go ten places down the list before we come to a "public-school boy." It is a healthy sign to see this outside competition. But we regard it as much less satisfactory that so large a proportion of Army candidates

should pass through the hands of a crammer. We are justly proud of our English public schools, and it is a pity that would-be officers should not go straight from school to Sandhurst. Several schools have good Army sides. In spite of this—we quote from a letter in the *Times*:—“According to last inspection reports, of 236 cadets at Woolwich 23 had passed in direct from Cheltenham and 14 from Clifton—total 37; while Charterhouse, Eton, Harrow, Marlborough, Rugby, Wellington, Westminster, and Winchester accounted for 37 more between them. Of 350 cadets at Sandhurst only 80 came direct from all these ten schools together.”

“WE have not yet realized,” says one of Her Majesty’s inspectors, “that play is a serious part of education.” It has been fully realized, and, perhaps, exaggerated, in our public schools, both large and small. But Mr. Rankine is right in reference to the schools he inspects. We will not say that play is more important than work; but we do affirm that, if the object of education is to produce healthy citizens, the playing-field ranks as equal with the class-room. Yet the announcement recently that the staff of a school had applied to a Board for “apparatus for playing cricket” was received by the Press with some amazement. But what we wish to emphasize here is the alarming fact that in the new type of intermediate school which is rapidly covering the country little provision, if any, is made for games. In the present state of public opinion this is inevitable. The ratepayer would stand aghast at the County Council which proposed to purchase a cricket-field for school use. But public opinion must realize that, if our “intermediate boy” is not to spend his evening loafing at the street corner and smoking cigarettes, provision for his games must be made. It is obviously fair that parents should help in the cost.

DR. GARNETT has circulated copies of the Report on Commercial Education with an accompanying letter addressed to Headmasters and Clerks to Governing Bodies. We note one paragraph with special approval: “The students in the commercial department should not be required to enter for any public examination other than a leaving examination, which should be based on the curriculum of that department, and be partly oral in character.” This is good. We wonder when the Headmasters’ Association will think itself strong enough to effectively protest against the multiplication of examinations. We gave one illustration to the point last month. We will give another equally strong. A batch of boys in a secondary school has, during this summer term, undergone these examinations: Inspection and written examination under the Department of Science and Art; preliminary and final examination for Major Scholarships; the Governors’ inspection by a University examiner; and the examination of the University Joint Board. Where, alas! is the teaching to come in?

IT is curious, but perhaps natural, to see that the attendance officer of the School Board, who is so frequently rated for his inefficiency, should, in at least one instance, be absurdly over-energetic. We learn that Mr. Robert Blatchford has got into difficulties with the Finchley School Board, and has, in consequence, sent his children outside the jurisdiction of the Board. Now Mr. Blatchford, better known as “Nunquam,” is an educated man, the editor of a weekly paper, and the author of several books—novels and studies in economics—one of which reached a circulation of over a million copies. He believes that it is unwise to send a child to school before the age of ten years.

But it ought to be obvious to an attendance officer that, while there are so many children, neglected by their parents and practically without homes, who still escape the civilizing influences of school, he may safely leave alone the children of well educated parents. It looks almost like a piece of wanton interference. Mr. Blatchford’s children, young as they are, read and enjoy English literature, and do not shrink from essays in the field of composition.

AS we stated last month, the Marburg Holiday Course has been re-established. We believe this is largely due to the energetic action of Mr. W. G. Lipscomb. The programme includes the names of well known lecturers in German, French, and English. For instance, in phonetics we have Prof. Victor, Monsieur Passy, and Mr. Tilley. The literary subjects are equally well dealt with—Mr. Frank Heath, Prof. Herford, and Mr. Edwards, of University College School. Special classes are also to be formed for students in the three languages. Mr. Lipscomb will be glad to answer all inquiries about the Marburg Courses. To prevent misconception and disappointment we point out to our readers that the only Holiday Courses for which the Teachers’ Guild is responsible this year are those at Lisieux and at Tours. The Guild has, for the present, given up the Course previously held at Caen.

THE last number of the *School World* brings out a class list of schools ranged in order of merit according to the number of living men of letters they have respectively educated. Even were the list complete, it would be of small value; we need a qualitative as well as a quantitative analysis. One Swinburne would outweigh a hundred Richard Le Galliennes and a thousand W. C. Hazlitts. As it is, its incompleteness makes it utterly worthless. Eton comes first with eleven names; but where are A. J. Butler, the translator of Dante, Lord Curzon, and A. C. Benson—and where, Oh! where, is Swinburne? Under Marlborough we miss E. F. Benson, the author of “Dodo,” R. Bosworth Smith, and Warde Fowler. Under Merchant Taylors’, R. Thursfield, Humphry Ward, and M. Crackanthorpe are absent; under Winchester, E. D. A. Morshead and Sir Edward Grey; under Harrow, H. M. Butler, Sir Henry Cunningham, and L. A. Tollemache. These omissions are all taken from the first column, and we have no doubt with a little research they might be trebled.

TECHNICAL EDUCATION.

THE London Technical Education Board, in its sixth annual report, shows that the notorious “Clause VII.” is in legitimate sequence to the Technical Instruction Act of 1889. Since the passing of that Act, “the Science and Art Department has been in the position of the Central Authority for technical instruction, and the County Council and County Borough Councils have been in the position of Local Authorities for technical instruction.” The notorious clause, therefore, which has been denounced as an attempt to anticipate legislation, is held to be the natural consequence of Parliamentary action. As the report declares, “no new powers are conferred outside the provisions of the Technical Instruction Acts, but the clause provides for some of the functions under those Acts, which have hitherto been discharged by the Central Authority, being delegated to the Local Authority.”

CHIEF among the benefits anticipated from the working of the clause the Board place the following:—(a) Increased facilities for co-ordinating and organizing science and art work in accordance with the needs of particular localities; (b) greater regularity and promptitude in the payment of grants; (c) better opportunities for urging upon the Department modifications in their courses of instruction. To the last of these benefits considerable importance is attached. The Technical Instruc-

tion Act, it is pointed out, affords, perhaps, the first legislative example in educational work of adaptation to special local requirements. The same principle must in time be extended to the syllabuses of the Department.

AN interesting table in the appendix to the Board's report shows the expenditure upon the several branches of work during six years. The total for that period is £485,374, and of this sum polytechnics have received no less than £119,918, and public secondary day schools no less than £103,529. County scholarships have taken £96,841; art, science, and technological teaching £67,528, technical schools £27,309, domestic economy £21,031, institutions of higher education £14,000 only, commercial education £3,848, museums £1,160, while administration is accountable for the remainder. These figures indicate in the briefest and perhaps the best way the relative importance of the different directions of the Board's activity. The estimate for the current year amounts to £170,000. A public authority with this sum of money at its disposal is in a position to profoundly influence the educational outlook of the area over which it has jurisdiction.

THE new University for London is recognized by the Board as an important factor in the problem to be solved. The report records with satisfaction the provision in the draft statutes for (a) a special faculty of engineering, and (b) a special faculty of economics (including commerce and industry). Towards the maintenance of each of these faculties the Board is prepared to grant a sum of £2,500, "on condition that satisfactory arrangements are made in the constitution of the University with regard to evening students, and the recognition and admission to the several faculties of duly qualified teachers in the polytechnics."

THE polytechnics claim to carry on teaching of University rank. They also train young girls for domestic service. It will be interesting to observe, as time goes on, whether huge institutions—educational stores—with an open door for all comers, represent "the more excellent way," in the permanent reorganization of metropolitan education.

THE letter addressed by the Technical Education Board to those in authority concerned with first and second grade public secondary schools in London, on the subject of commercial education, will doubtless receive the consideration it merits. The Board is of opinion that it is important (1) not to require students in the commercial department of a school to enter for any public examination other than a leaving examination, to be based upon the curriculum of that department, and (2) that it should be the aim of the commercial division to give pupils such a training as will fit them either to enter at once into commercial life, or to proceed to an institution of University rank giving instruction in the higher branches of industry and commerce. It will be remembered that the Special Sub-Committee recommended the provision of at least one public secondary day school of the first grade and several of the second grade, with departments devoted primarily and avowedly to the preparation for business.

THE number of persons "under instruction" during the year 1897-8 in the North Riding of Yorkshire was 6,159. Expenditure, exclusive of administration, amounted to £5,108. Expensive lectures in science subjects to those who may, or may not, be capable of appreciating them is a somewhat doubtful investment in the interests of agriculture. Over £800 appears to have been appropriated in this way. Dairy instruction—promoted at a cost of £213—does not seem to have flourished in the North Riding. A fixed dairy school closed after six months for "lack of pupils." This happened notwithstanding the offer of the Committee to provide practically gratuitous maintenance and instruction. Only fifteen pupils availed themselves of the school in six months.

CLASSES for elementary school teachers, chiefly in drawing, were held at five centres. Fifty-six students obtained between them sixty-three certificates, chiefly of the second class. The cost was £278. Elementary school teachers are a privileged class! The grant of £741 between ten secondary schools, educating 501 North Riding boys, was, probably, money well spent. The same remark applies to the expenditure of £1,715 in scholarships and exhibitions. Various evening schools and classes cost £1,328, and instructed over four thousand persons. But nearly three-fourths of these occupied themselves with the inevitable subjects of cookery and the like.

THE estimates of the Technical Education Committee of the administrative county of Southampton for the session 1899-1900 amount to £9,150, of which £300 is for capital expenditure. Secondary schools and University colleges are expected to require £1,350; scholarships, £1,220; agricultural instruction, £1,240; while nearly £4,000 is appropriated for science and art classes, evening schools,

domestic and teachers' classes. England ought to be a well instructed country presently!

THE county of Kent presents a total of estimated expenditure of £25,372. Grants to urban districts (at 5d. per head of the population) account for £9,027, with, in addition, special grants of £1,600; the South-Eastern Agricultural College, £1,800; secondary schools, £1,900; scholarships, something over £3,000; cottage gardening and allotment culture, £1,100; wood-carving and manual training, £1,150; bee-keeping, farriery, and poultry-rearing, £775; cookery, nursing, and dressmaking, £1,800; and so on.

THE estimate of the Leicestershire Technical Education Committee, representing a total of £5,786, includes £1,455 in the interests of secondary schools, and £1,091 for scholarships. Agriculture takes £700, and the remainder is to be applied to various branches of technical class instruction, and a considerable proportion of the aid to secondary schools is given in the form of visiting teachers.

WHAT promises to be a useful and successful conference on the subject of "poultry-keeping" is to be held at Reading on July 11, 12, and 13. The industry is an important one to small farmers and cottagers, and a general consideration as to its development should lead to profitable results.

STANDS Denmark where it did? We have had it dinned into our ears from time to time that we had all to learn from that country in butter-making and in education, the inference being that the subsidizing of private schools would work a similar reformation in England. Yet here we have in March an agitation raised in Copenhagen for a School of Arts and Crafts, similar to that of the London County Council. Not only so, but the Technical Education Board were asked to lend their art works for exhibition in order to support the movement. The news has now arrived that the Danes are simply amazed at these products of State-aided technical education. On the top of this came a deputation from the Danish Agricultural Association to study the new developments of English butter-making; they have found out, as we have long ago, that Danish butter is not better than English, but only cheaper, and of a more uniform mediocrity. The first visit is to be paid to the Northumberland County Council Dairy School, and the other large establishments, both public and private, are to be inspected. We hope that due notice will be taken of the sanitary regulations of cow-houses, &c., enforced by English Local Authorities, for of all branches of technical education those relating to sanitation are the least appreciated in Denmark.

A PHONETIC ALPHABET FOR ENGLISH.

By MARY BREBNER.

SINCE the appearance of Mr. Fabian Ware's most practical and suggestive article on phonetic teaching in the *Journal of Education* last August, there has been no more valuable contribution on the subject than Dr. Lloyd's recent long letter in defence of the International alphabet of the *Maitre Phonétique*. The example he sets of dealing with the question in a concrete tangible form is one worthy of imitation. I will endeavour to follow in his footsteps to the best of my ability.

I entirely agree with Dr. Lloyd as to the advantage of using the International alphabet in learning foreign languages. But those who teach foreign languages phonetically are strongly in favour of beginning the phonetic training with the mother tongue, while the children's organs of speech are still flexible, and before they have acquired habits of mispronunciation. A clear knowledge of the sounds of one's native language is of incalculable benefit in mastering foreign sounds. When we consider the habitual mispronunciation of English by the majority of the British people, the gain from the English teacher's point of view is greater still.

The English, or Roman, alphabet, however, is utterly inadequate to express the English sounds. Shall we, then, teach a variety of new and unfamiliar symbols to little children who must soon learn to read and write in the ordinary way? A middle course, as often, seems the wiser one in this case also, viz., to use the traditional alphabet, reduced to consistency, with the smallest possible number of changes and additions. This is what the late Miss Laura Soames has done in her "Teacher's Phonetic Manual," recently edited by Professor Viator. The aim of her book is purely practical; her alphabet is not perfect from the phonetician's point of view, retaining, as

it does, numerous digraphs, besides the composite *j* and *ch*. But, as she herself says, it is "easy to read, easy to write, and, above all, easy to print." An elaborate system of the ordinary English symbols could never gain admission into the elementary and infant schools; even the International alphabet would, perforce, have to wait a generation or two, but Miss Soames's happy compromise courts immediate acceptance, and will find it, I believe, as soon as teachers come to understand the importance of early and systematic phonetic training. Far from hindering, it will facilitate, the introduction of the International alphabet later on in learning the sounds of foreign languages. It includes the symbols of a few foreign sounds with a view to help the pupils to pronounce loan words correctly. These need not be taken into account at present; I will confine my remarks to the symbols representing purely English sounds.

The following are consistently employed for the sounds they most frequently represent:—*p, b, m, t, d, n, k, g, ng, l, r, wh, w, f, v, th, s, z, sh, y, h*. The only English additions to the consonants are *dh* for voiced *th*, as in *this*, and *zh* for voiced *sh*, like the sound of *s* in *measure*.

The changes in the vowels are, of necessity, more elaborate, as the ordinary alphabet has only five symbols to represent sixteen sounds. I will enumerate the symbols employed by Miss Soames, giving sample words (phonetically spelt) to illustrate the given sounds:—

ĭ = *ee* in *feel* (*fĭl*)
i = *i* in *fill* (*fĭl*)
ey = *ey* in *they* (*dhey*)
e = *e* in *met* (*met*)
ĕ = *ai* in *fairy* (*fĕri*)
æ = *a* in *cat* (*kæt*)
ā = *a* in *far* (*fār*)
o = *o* in *pot* (*pōt*)
ō = *au* in *Paul* (*Pōl*)
ow = *ow* in *flow* (*flow*)
o' = *ow* in *pillow* (*pīlō'*)
u = *u* in *full* (*fūl*)
ū = *oo* in *fool* (*fūl*)
oe = *ur* in *hurt* (*hoet*)
æ = *u* in *hut* (*hœt*)
a = *a* in *away* (*away*)

In addition to the above vowels, there are four diphthongs:—

ai = *i* in *ice* (*ais*)
au = *ou* in *house* (*haus*)
oi = *oi* in *oil* (*oil*)
yu = *u* in *regular* (*regyular*)
yū = *u* in *tune* (*tyūn*)

Most of the above symbols need no justification. The semi-diphthongs *ey* and *ow* are represented in English spelling by a great variety of letters and combinations, of which those chosen most accurately represent the actual sounds. The use of a circumflex accent to distinguish the long, full vowels from the corresponding short vowels calls for no special comment. The only symbols really requiring attention are *æ*, *oe*, *ā*, *a*.

The sound of *a* that is nearest *e* (of *mat* and *met*) may well be represented by *æ*: it is so represented in the International alphabet. Similarly the symbol *oe* represents the sound intermediate between *ō* and *ĕ*. The *u* sound in *shut* is a short accented modification of *oe*, and is, therefore, written *æ*. The short, unaccented form of *oe* is the neutral natural or obscure vowel which Miss Soames represents by *a*. This neutral sound occurs frequently in words beginning with *a*, as *away*, *about*, &c., in many common, unaccented words, *a*, *am*, *and*, &c., as well as in the unaccented termination of words like *dear*, *fear*, &c. It is the sound produced when the organs of speech are in their easiest, most natural position, and corresponds to the International *ə*.

The symbols, therefore, seem to be well selected, and I believe the changes made are absolutely as few as is compatible with perfect consistency. The difficulty of transition from phonetic to ordinary spelling is greatly magnified by those who have had no experience of the method; but, whatever difficulty there may be, is reduced to a minimum by the use of an alphabet retaining, as far as possible, the ordinary values of the letters.

The standard English represented in the "Teacher's Phonetic Manual" and the "Albany Phonetic Readers" is that of the educated Southerner. Dr. Lloyd's claim to have the language

of the educated Northerner duly recognized deserves thoughtful consideration. Still, if there is to be but one standard, it must be the language of the cultivated circles of London, Cambridge, and Oxford.

There is one point in Dr. Lloyd's letter which I sincerely regret, viz., his joyful admission that the use of a phonetic alphabet would lead to bad spelling. In this he differs from all other phoneticians I know. They assert, without exception, that the temporary use of a phonetic alphabet need not, and does not, lead to any confusion. Some go the length of affirming that pupils taught phonetically spell better than others. However that may be, a certain amount of precaution seems desirable. The transition lessons should take the form of re-reading, in ordinary spelling, passages that have already been learnt in phonetic transcription. A skilful teacher will easily make spelling capital out of the pupils' phonetic knowledge and clear grasp of the sounds as sounds. He will gradually and systematically show them the different ways of representing these sounds in the traditional English spelling. Having learnt to read, and read well, the pupils can be taught to spell more rationally and in shorter time than has been possible heretofore. The mere fact that reading and spelling are taken up in succession, instead of simultaneously, lessens the labour and time spent on both.

The "spelling craze" is already past; all educationalists, including inspectors, admit that it is more important to speak and read well than to spell and write correctly. Yet I cannot join with Dr. Lloyd in wishing for a time of chaotic spelling, even "within limits," to lead to an enlightened contempt for the "spelling-book." We must not be content to take care of the sounds and leave the signs to take care of themselves. A spelling reform is desirable, and will doubtless come in due time; but, apart from that far-off consummation, early phonetic training will not only vastly raise the average pronunciation of the English language, but will even now "divert millions of hours annually from the merest drudgery to some profitable work."

MINOR NOTICES.

Kant on Education (*Ueber Pädagogik*). Translated into English by ANNETTE CHURTON. (7½ × 5 in., pp. xix., 121; price 2s. 6d. net. Kegan Paul.)

This is the first time, we believe, that Kant's "Notes on Education" have appeared in English form; and Miss Churton has done her work well. The chapters read clearly and smoothly, and the book is well printed and neatly bound. An index, however, should have been provided in a book of this kind, in addition to the marginal glosses which are copiously given. A well informed and really helpful Introduction is supplied by Mrs. Rhys Davids. She strikes the right key-note, and turns our attention in the right direction. As our readers will remember, the booklet on Education was not written by Kant himself. Towards the end of his life he handed over to a former pupil the notes he had put together for his professional lectures on Pedagogics, with directions to select and compile what might prove serviceable to the general student. The result was published in 1803, a year before Kant's death. Manifestly in such a case there could be no attempt at a complete treatise, and every page shows markedly the inspiration of Rousseau—of Rousseau, however, when he is least unreasonable. But even the *obiter dicta* of such a mind as Kant's are interesting and valuable; and teachers will find much that is helpful and suggestive in this little book. All of the chapters are good; but perhaps the best is that on "Practical Education; or, Education in Skill, Discretion, and Morality." His outlook on life and on the preparation for it is here specially "earnest, wise, and sane," even if the measures and means recommended do not always seem to a teacher of to-day to be the best possible. Students of educational thought should be grateful to Miss Churton for the service she has done them; nor should they forget to be grateful to Mrs. Rhys Davids also for her able Introduction.

Social Phases of Education in the School and the Home. By SAMUEL T. DUTTON, Superintendent of Schools, Brookline, Mass. (Price 5s. Macmillan.)

Another book of "Talks with Teachers," or, in this case, with parents and teachers, coming to us from America, but of very different calibre from Dr. James's. Dr. James, though not a teacher in the narrower sense of the word, gives us "winged words which fly straight to the mark." Mr. Dutton, a school inspector, and presumably an ex-teacher, talks round about his subject; to borrow a *mot* of Matthew Arnold, he beats the bush with infinite emotion, but seldom starts the hare. The first lecture, for instance, reviews the ordinary subjects of the school

curriculum, and, under the head of "History," discusses newspapers, thus:—"The daily newspaper of to-day is a cross-section of the world's busy life, and forms a comprehensive historical work reflecting every variety of activity and affording large opportunities for co-operative study. The social value of present history, dealing as it does with living people, is not inferior to that of any other period." What guidance is there here for parent or schoolmaster? Does Mr. Dutton endorse Mr. Cobden's famous dictum about Thucydides and the *Times*? Is the schoolboy to be encouraged to read his daily paper, and, if so, is it to be the *Daily Mail* or the *Sporting Times*? Is the class-room to be also a subscription news-room, and is current history to form one of the day's recitations? The oracle is dumb. Mathematics is commended as furnishing the power for accurate statement, a prophylactic against gossip, flattery, slander, deceit. Is not this to confound intellectual and moral virtues? Are mathematicians as a class more truthful and charitable than classicists or metaphysicians? We turned with special interest to the lecture on the "Relation of the Church to the School," but we find a similar absence of precision and incisiveness. The Church and the School should co-operate as mutual allies; it is a pity that many schools are debarr'd from Common Prayer and Bible reading; all teaching is in a sense religious teaching. All very true and good, but we are not much forwarder at the end.

Memories of Half a Century. By RICHARD W. HILEY, D.D.
(Price 15s. Longmans.)

The writer matriculated at St Mary's Hall, Oxford, in 1845; for nine years he was a master in Liverpool College under Dr. Howson; he then succeeded his father as principal of a private school in Yorkshire, from which he retired in 1887, since when he has been Vicar of Wighill, near Tadcaster. A wholly uneventful, commonplace life, and yet diversified enough and covering sufficient space to afford ample materials for a memoir to a man who has kept his eyes open and has the knack of putting things. Both these qualifications Dr. Hiley possesses, and it is long since we have come across such a pleasant book of gossip, or, as that word is open to sinister interpretation, we would substitute "chat." The English is often shaky, the spelling not always immaculate, Greek accents and breathings are nowhere; but it would be the veriest pedantry to carp at such slight flaws when the general temper and tone are so genial, the style so unaffected, the humour so genuine, and the anecdotes so admirably told. There are plenty of racy jokes; but, warned by recent protests from authors, we will content ourselves with quoting two. Here is an advertisement inserted in a local paper: "Wanted in a small clergyman's family [he was very wee in stature], two respectable women-servants, who shall be treated as one of the family." Dr. Parr had been requested to write a Latin epitaph on a man of note. He complied with the request, and was so proud of his performance that he would put out feelers as to the comments made. Once he sounded the verger as to the remarks of his own pupils. "Do the young gentlemen ever translate it, eh?" "Why, yes, sir, they does." "Well, very good, and what do they say?" "Why, sir, they say it's *bad Latin*." The learned man started with horror; then, recovering himself, he exclaimed: "Tell the block-heads it's sepulchral Latin."

Commissioner Hume: a Story of New York Schools. By C. W. BARDEEN. (6¾ × 4¾ in.; pp. 210; price 2s. Syracuse, N.Y.: C. W. Bardeen.)

This is one of the small volumes of the "Standard Teachers' Library," and is described as "a sequel to 'Roderick Hume,' the story of a New York teacher"—which last was once very popular, and may still be so, in the United States. The story before us—which as a story merely is not very interesting—was written and published twenty years ago. It was withdrawn with a view to the rewriting of some parts of it; but is now republished as it originally appeared. Its main value is in connexion with educational history, for it gives a very striking description of rural New York schools in 1875. For people in England its interest is somewhat remote; but it is readable (though there are rather too many printer's errors), and contains some sound educational ideas.

Schoolboys' Special Immorality. By MAURICE C. HIME, M.A., LL.D.
(Price 6d. net. Churchill.)

"Of one thing, however, I feel in my own mind positively certain, and that is, that—no matter what some people may believe to the contrary—the publication of my little essay will, at all events, do no harm." So Dr. Hime in his preface, and we may add, as our conviction, that it can do no harm and may do much good. The widespread existence of the malady is wisely taken for granted, and the diagnosis omitted as unnecessary; it is only with preventives and remedies that the essayist is concerned. These, the outcome of a long experience as headmaster, are generally sane, sober, and practical. On the necessity of outspokenness, thanks in no small measure to Dr. Hime, schoolmasters are now generally agreed. Against one of the regulations of Foyle College we must, however, strongly protest:—"Reading during play hours was not allowed except on excessively wet days." Fortunately, in Ireland every third day might come under this description; otherwise the tyranny would have been intolerable. That expulsion is an easy and often ineffective remedy, far too often resorted

to in our great public schools, we agree; but we cannot go so far as the author, who, if we do not mistake him, would never resort to it in cases of this sort. He fails to distinguish *corrumper* and *corrupti*; the latter class deserve pity, for the former transportation for life is the only sentence the schoolmaster can inflict.

Africa in the Nineteenth Century. By EDGAR SANDERSON, M.A., sometime Scholar of Clare College, Cambridge, author of "A History of England and the British Empire," &c. (Seeley.)

This volume contains a handy account of the achievements of British armies and administrators in Africa during the century that is still with us, together with some notices of what has been accomplished there by other European nations. It deals chiefly with military expeditions, and records, often with spirit, special acts of courage and various picturesque incidents. Mr. Sanderson begins his work with the expulsion of the French from Egypt in 1801, and brings it down to the Battle of Atbara in the April of last year, a notice being inserted of Lord Kitchener's victory at Omdurman, which took place while the book was in the press. The arrangement of the history is good, and the narrative clear. More information on matters of government and administration will probably be desired by some readers; others will be satisfied with the abundant details of fighting. All alike will find cause for grumbling in the awkwardness of some of the author's sentences, such as "His restless energy led him into various mechanical schemes with 'money in them,' through their utility to mankind." There are short chapters on African discovery and on the native States. The volume is furnished with good portraits of Lord Kitchener, Lord Cromer, Gordon, and Mr. Cecil Rhodes, and an uncoloured map of Africa.

The Speaking Voice: its Development and Preservation. Part II. By MRS. EMIL BEHNKE. (7 × 5 in., pp. 166; price 2s. 6d. Curwen & Sons.)

Part I. of this little book appeared a short while ago. In it Mrs. Behnke dealt with the mechanism of breathing and breath-control, and with the cultivation of right habits in connexion therewith, and also with voice-production and voice-management. In the volume before us her subject is "articulation," or the right enunciation of words and the sounds which make up words, together with matters involved in this relating to accent, pitch, modulation, &c. Her views seem to us sound, and are certainly clearly and well expressed; while the exercises recommended are the outcome of a long and varied experience. Mr. Hermann Vezin adds a very interesting specimen lesson on the elocutionary rendering of "Julius Cæsar." As we all know, there is no one whose advice is better worth having in such a matter. Altogether the book is both pleasant and instructive. There is no over-emphasis or special pleading; and the hints given will be found very useful. There can be no doubt as to the importance to teachers, preachers, and public speakers of a proper management of the voice; and any one who helps us as Mrs. Behnke does deserves hearty thanks. More than half the effectiveness of a lesson or speech is frequently lost by roughness of tone and harshness of delivery; while the wear and tear for the speaker is doubled by vocal clumsiness. There is hardly anything more tiring for a teacher than mismanagement of the voice. An appendix adds some interesting information as to the effects on breathing capacity produced by the use of respiratory exercises, taken in part from the writings of Mr. Charles Roberts.

A Text-Book of Botany. By J. M. LOWSON. (Price 6s. 6d. University Correspondence College Press.)

Though good of its kind, this is essentially a "cram-book": i.e., its evident object is to cram into as small a space as possible, and into the heads of its readers, the greatest number of facts, with as little exertion of their reasoning powers as can well be contrived. In other words, it is essentially a book for passing examinations rather than for imparting a really scientific knowledge of the subject. The facts here marshalled and pigeon-holed are, in general, stated with commendable accuracy—more so than in most books of its kind. But here and there the cloven foot of the compiler, as contrasted with the original observer, peeps out. Take, for example, the description of "karyokinesis," given on page 21, and repeated on page 37, under the head of "ordinary cell-division." Reference is made in both passages to "centrospheres" as playing an important part in the process. The writer has apparently not observed that the account from which he has taken his compilation refers to the lower forms of vegetation only, and that "centrospheres" have not, at present, been detected in any of the higher plants; it is, therefore, misleading to designate the process he describes as that of "ordinary cell-division."

Lectures on the Evolution of Plants. By DOUGLAS H. CAMPBELL. (Price 4s. 6d. net. New York: Macmillan Co.)

Prof. Campbell, of the "Leland Stanford Junior" University, is well known in this country as one who has brought to bear on the study of biological problems a trained intellect and a very extensive practical knowledge. The work of this volume has been done before, but we do not know that it has been done so well. He describes the structure of type-species of the various great groups of the vegetable kingdom, from the highest to the lowest, and discusses their genetic affinities with one another, reference being made to all the most recent discoveries of

importance, as, for example, that of motile antherozoids in the cycads and conifers. Starting from indifferent unicellular organisms, the author shows how there has been a steady progression in the direction of the more specialized plants. This progression consists in specialization of both vegetative and reproductive parts, which do not, however, necessarily advance equally. In the lower forms there is no clear distinction between the sexual and non-sexual plants; but this becomes accentuated in mosses and ferns, and reaches its highest development in the most highly organized flowering plants.

Handbook for Literary and Debating Societies. By LAURENCE M. GIBSON. Price 3s. 6d. (Hodder & Stoughton.)

Debating societies are on the decline; in fact, outside schools and colleges, they are almost extinct. This falling off is attributed by the author partly to the dearth of fitting subjects and materials. Some seventy-five skeleton debates are here supplied, with a full list of books and articles to be consulted at the end of each. The subjects are fairly well chosen, but literary subjects are strangely ignored, and theological subjects abound. At the Oxford and Cambridge Unions, and most public debating societies, religious topics are wisely barred, and it seems to us that such a question as "Should unfermented wine be used at the Communion Table?" could only be fitly debated at a clerical meeting or among seminarists. The skeleton debates are not strictly debates, but duels; first, we have all the *pros*, and then all the *cons*. This is an obvious defect. After "One Half Rome," and "The Other Half Rome," we desiderate the "Tertium Quid," or something like a summing up. For instance, in the second Debate, "Have animals intelligence?" evolution is sprung upon us at the fag end, and summarily dismissed on the ground that thereby "a large portion of our most cherished religious beliefs will be undermined." Does the author intend this to be the clincher, the last word on the subject? To sixth form masters who have to set a weekly English essay the book will prove a godsend.

Mathematical and Physical Tables. By J. P. WRAPSON, B.A., and W. W. HALDANE GEE, B.Sc. ($8\frac{1}{2} \times 5\frac{1}{4}$ in., pp. 215; price 6s. 6d. Macmillan.)

This is a very useful book of reference, containing the tables and formulæ most frequently required by students of mathematics, physics, and engineering. The ordinary mathematical tables are carried to four places of decimals. The physical tables are based on the best work of modern experimenters, and they are followed by references to the various authorities. In illustrations and printing, the book leaves little to be desired.

A New Sequel to Euclid. Parts II. and III. By W. J. DILWORTH, M.A. ($7\frac{1}{2} \times 5$ in., pp. 116; price 2s. Blackie.)

The first part of the "Sequel" (noticed in the *Journal* for last October) contains elementary exercises on the first three books of Euclid, the second part contains more difficult exercises on the first four books, and the third relates chiefly to the sixth book. The work is a valuable one in many ways. The propositions are not too numerous, and are selected with judgment. Others of minor importance are given as exercises for solution. The book is neatly printed and illustrated.

Elementary Solid Geometry and Mensuration. By H. D. THOMPSON, D.Sc., Ph.D. ($7\frac{1}{4} \times 5$ in., pp. 199; price 6s. Macmillan.)

The solid geometry taught in English schools seldom extends very far beyond the eleventh book of Euclid; but, for those who have time to continue its study, Prof. Thompson's text-book will be found an excellent guide. It contains a fairly complete course, without being too extensive. The explanations and proofs are clearly written, but, at the same time, require the reader's close attention. The examples are numerous and carefully chosen. Instructions are given for making cardboard models of some of the figures, and these will be found useful to those who have to learn how to "see solid." As a training in the scientific use of the imagination, solid geometry is superior to geometrical conics. It is to be hoped that a text-book so good as Prof. Thompson's will render its study more attractive.

Lectures on the Geometry of Position. Part I. By THEODOR REYE. Translated by T. F. HOLGATE, M.A., Ph.D. ($9\frac{3}{4} \times 5\frac{1}{2}$ in., pp. 248; price 10s. Macmillan.)

Dr. Holgate has done a great service to English-speaking mathematicians in translating the first part of Prof. Reye's well known and remarkable lectures. It is written in good readable English, showing no trace of its German source, and yet animated by the charm of the original. A few slight changes have been made. In two or three cases the terms employed have been displaced in favour of others which seemed more expressive. The articles have been numbered. The examples, with some additions, have been printed at the close of the lectures to which they correspond, a short history of modern geometry is given in the preface, and explanatory notes have been inserted where they seemed desirable.

Modern Geometry of the Point, Straight Line, and Circle: an Elementary Treatise. By J. A. THIRD, M.A. ($7 \times 4\frac{1}{2}$ in., pp. 227; Blackwood.)

This is an exceedingly useful text-book, full enough for nearly every educational purpose, and yet not repellent by overloading. It is

evidently the work of one who is deeply interested in his subject, and who has reflected long upon it. There is one point upon which we are in hearty agreement with the author, namely, the absence of diagrams in a large number of articles. We need not, perhaps, go so far as von Staudt and Steiner in believing "that stereometric ideas can be correctly comprehended only when they are contemplated purely by the inner power of imagination, without any means of illustration whatever"; but it is obvious that figures gradually drawn by the student himself following the directions of the author are of far greater value to him than finished diagrams in the text.

Algebra for Schools. By G. W. EVANS. (New York: Holt.)

The rearrangement of the subject-matter is the first point which occurs to an English reader of this book. It begins at once with problems and equations, and the definitions, &c., are introduced as they are required. Among other points worthy of notice, we may mention the early use of graphs to illustrate the solution of simultaneous equations, the examination of the different answers obtained in working problems, and the discussion of literal equations. The author seems to us to have made a careful and conscientious attempt to render the subject more practical and attractive, and to increase its value as a means of education.

The Junior Euclid. Books I. and II. By S. W. FINN, M.A. (Price 1s. 6d. Clarendon Press.)

The present edition supplies many of the explanations which every experienced teacher will give to a class beginning the study of geometry. For instance, in Euclid I. 5, additional figures are provided of the different pairs of congruent triangles, and the parts of those triangles which are known to be equal are indicated by corresponding marks. The constructions and proofs are very fully given, including those in which omissions are not uncommon—namely, Props. 23, 24, 31, and 44 of the first book. In the second book, independent proofs are given of the first eight propositions; we think that the book would be improved by the addition of alternative proofs depending on Prop. 1, and also by the use of the word "projection" in the enunciations of Props. 12 and 13. In Prop. 11 the figure is incorrectly drawn. From the preface it is clear that the author regards Playfair's axiom as furnishing a *proof* of Euclid's twelfth axiom. It would be well to modify the sentence referred to in a new edition, and to make the corresponding reasoning on page 56 less apparently conclusive. In other respects Mr. Finn's edition ought to be found useful by young beginners and by those whose mathematical powers are not very great.

A Shilling Arithmetic. By C. PENDLEBURY, M.A., and W. S. BEARD. (Price, with Answers, 1s. 4d. Bell.)

It is needless to say that this book is, on the whole, a good one. Nevertheless, we must confess that it has not come up to our expectations. We were not greatly in want of a new work specially adapted for Junior Local and other examinations. But one that could have been used in the lower and middle forms of secondary schools, and that would have prepared the way for the study of Mr. Pendlebury's admirable "Arithmetic" in the higher forms, would have been a useful addition to our already large stock of arithmetical text-books. In some respects the book does possess this introductory character. The chapters on the first four rules are considerably enlarged, and there are many new examples in them of an elementary character. Other chapters or sections of the larger work are omitted, such as those on cube root and contracted methods for the multiplication and division of decimals. But the main difference between the two books is the exclusion in the smaller one of examples requiring long and tedious calculations. Now, this is our chief objection to the latter from an educational point of view. Long before a boy approaches a subject like stocks and shares he ought not to shrink from much harder work than, say, finding the G.C.M. of 66429 and 169037. It is of far greater importance to him that he should be able to calculate with accuracy and to concentrate his whole attention for more than five minutes on a problem than to solve easy examples on present worth or stocks or foreign bills of exchange. We think, then, that the book would be improved by the omission of all reference to higher subjects like those just mentioned. Nor, in an elementary work, do we see much use in touching on a matter of such doubtful value to beginners as recurring decimals. We regret, also, the absence of the series of oral examples which form so useful a feature in the "Arithmetic," and which here, even more than in the other, would have found a fitting place. And, lastly, to come to an end of fault-finding, though 4,500 examples are compressed within the limits of 192 pages, we should like to see more than eleven examples on the reduction of linear measure, and nine on that of square measure. The merits are those which we look for in any work with which Mr. Pendlebury is connected. The book-work is full, clear, and accurate; the type examples are models of style and entirely free from the trammels of old-fashioned dodges. The material is to some extent re-arranged; it does not appear in the logical order required in a treatise, but in that which seems suitable for young readers. We have before us the edition without answers, and we are glad to notice the comparatively substantial difference in price between the two forms in which the book is issued.

The Deaf Girl next Door; or, Marjory's Life-Work. By HELEN MARION BURNSIDE.

The title of this little book shows us with what it deals. Marjory Redmond has been afflicted by, and has recovered from, an attack of deafness, and the key-note of the story may be found in her own words: "When God gave me back my hearing I resolved to devote myself to helping others who suffered as I had done, because I felt I knew just how to help them best." Confessedly, then, the story is written "with a purpose"; and the plot, though sufficient, is of minor importance. Doris Grant, who lives next door to Marjory, is, though not dumb, deaf; her family treat her, and speak of her to strangers, with ostentatious pity, as a being who is naturally unsociable, unfit for physical exercise and the games in which girls usually take pleasure, and doomed to irretrievable isolation. Thoughtful and intelligent, books are her sole resource; and, when Marjory first meets her, her voice is deteriorating for want of use. How does Marjory succeed in removing this calamity? In answering this question we will, as far as possible, employ Miss Burnside's own words. You have heard of lip-reading, or the oral method, as a means of communicating with the deaf? It has now almost superseded the manual alphabet. The adoption, however, of the oral system does not mean that all signs and other methods of communication should be dropped; to do so would be to encourage isolation, the greatest mistake of all. All methods should be used together; but, as oral education proceeds, signs will fall into disuse of their own accord. The deaf agree that this is the best way, for it is not every one who can master the oral system. Many can only follow the lips of those with whom they habitually converse, and, if not allowed to use other means, they are confined to a very narrow circle. This leaves untouched the supreme enemy to their advancement and welfare, namely, isolation; it cannot be removed unless we first make sure which method, or combination of methods, is best suited to each individual case. The would-be teacher should, in fact, be ready to learn from those deaf persons who have received an education; their own experience gives them an insight by which they can successfully deal with other sufferers. The methods laid down by persons who are in the full possession of their faculties often fail because, from a deaf person's point of view, they are inadequate to meet the varied necessities of different cases. Such is the gist of what Miss Burnside says on the subject, and few, we imagine, will differ from her. The story, bright, kindly, and always in good taste, may be left to those who read it; and they, we hope, will not be few. To one thing only do we take exception, and that is the pinnacle of distinction to which Doris attains. We leave her "the cynosure of attraction, the centre of a continually changing group, as one favoured guest after another was led up for the coveted honour of a presentation." She is an authoress; and, though she is not five-and-twenty, her work, whether tales, articles, or poems, always bears "the unmistakable hall-mark of brilliant and versatile genius." In this respect, at least, Miss Burnside strains our credulity.

A School German Grammar. By H. W. EVE. Fifth Edition, revised and enlarged. (Price 4s. 6d. Nutt.)

The principal alterations in this edition are philological. The paragraphs on Grimm's Law have been wholly re-written, and Verner's Law, barely alluded to in the first edition, is explained and illustrated. There is, by the way, a common idiom not noticed in this or any other school grammar with which we are acquainted—*zweimal die Woche*, but *zweimal des Tages*.

Second German Exercises. By H. W. EVE and F. DE BAUDISS. (Price 2s. Nutt.)

These are based upon the "Elementary German Exercises" by Mr. Eve and Miss Zimmern. To the first part there is a complete vocabulary; the second part has no vocabulary, but abundant hints are given *en face*. These sentences are mainly culled from English and German authors, and admirably illustrate all the main syntactical difficulties. The worst of this method is that a pupil may seem quite a fine swimmer with the corks, and yet sink like a stone when these are removed.

"Macmillan's English Classics."—(1) *Macaulay's The Life and Writings of Addison.* With Notes and Appendix by R. F. WINCH, M.A. (6¼ × 4½ in., pp. vi., 211; price 2s. 6d. Macmillan.) (2) *Macaulay's Essays on William Pitt and the Earl of Chatham.* Edited by the same. (Same size, pp. 232; price 2s. 6d. Macmillan.)

These two volumes differ from others in the well known series to which they belong in that in neither case are we given an introduction. This is probably due to the fact that the series already contains other volumes of Macaulay's writings—at least, we can think of no other reason. Strange to say, the series is also to contain the essay on Addison edited by Prof. Hales. To our mind, all these essays need introductions, and we regret that these have not been provided. On the other hand, the notes are very full, very much to the point, and, as far as we have been able to test them, accurately informed. Mr. Winch tells us that he lays no claim to originality, but has merely used his library. He has certainly done so to good purpose, and has collected every scrap of information a student can possibly need; and he

has rendered this all the more useful by providing good indexes. His two volumes add to the value of the series.

The English People in the Nineteenth Century. By Rev. H. DE B. GIBBINS, M.A., Litt.D. (6¼ × 4½ in., with Maps and Illustrations, pp. viii., 172; price 2s. A. & C. Black.)

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(1) *Lessons in Domestic Science.* I. and II. By ETHEL LUSH. (6d. Macmillan.) (2) *The School Cookery Book.* By MARY HARRISON. (6d. Macmillan.)

Both these books should be bound in linen, not paper, as they are required for frequent reference during practical lessons and at home, and as at present bound would come to pieces in a few months. The cookery book is specially useful, as the writer is careful to select cheap ingredients for the various dishes. The domestic science books deal with the theory of food, clothing, and cleanliness, contain some useful and sensible diagrams, and may be used either for the class or the specific subject.

"Black's School Geography."—*British Isles.* By LIONEL W. LYDE, M.A., F.R.S.G.S. (1s.)

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A good volume belonging to a good and cheap series. Mrs. Martin has reproduced, with a few omissions, Mrs. Barbauld's capital selection from *The Spectator*, together with its sensibly written preface. The printing is good and clear and the binding neat and strong, and the price is really wonderful. The selection, as we have indicated, seems to us a particularly good one, and includes essays by Steele as well as those by Addison.

Modern Geography. (6¼ × 4½ in., pp. 210; price 9d. Sullivan.) This book contains a mass of geographical facts apparently well arranged. The absence of maps seems to us a great drawback.

"Foreign Classics for English Readers."—(1) *Cervantes.* By Mrs. OLIPHANT. (2) *La Fontaine and other French Fabulists.* By the Rev. W. LUCAS COLLINS, M.A. (3) *Tasso.* By E. J. HASSELL. (4) *Corneille and Racine.* By HENRY M. TROLLOPE. (6¼ × 4½ in., pages varying from 176 to 214; price 1s. each. Blackwood.)

As in the cases of other volumes of this readable little series, we have to complain that there is nothing in the above-named to indicate to the public that they are not new publications, but merely reprints. Some of them, however, may be fairly well known to the public. They are all well informed and adequately written; but Mrs. Oliphant's "Cervantes" is undoubtedly the best, the criticisms being specially sympathetic and clear-sighted. The authoress has evidently not got up her subject in a hurry for the mere purpose of writing on it, but has studied it carefully for its own sake. Mr. Hasell's "Tasso" also is very pleasant to read, and gives all that the general reader will care to know. Personally we should have occasionally given the quotations of Tasso's poetry in the original language as well as in translation. Fairfax's version of the

"Jerusalem" is well known and good, and Mr. Hasell's own attempts are quite void of offence and sometimes happy; but translations never can give a true idea of the beauty of poetry—especially in the case of so melodious a language as Italian.

Physiography for Advanced Students. By A. T. SIMMONS, B.Sc. Lond. (Macmillan.)

We have no doubt but that this production will prove of much help to candidates preparing for the Advanced Stage of the Science and Art Department's examination in Physiography. As a scientific text-book, it has serious blemishes, which, let us hasten to add, are mainly the faults of the syllabus in accordance with which the book has been prepared, not the author's. The Elementary syllabus is, as is well known, an admirable one; the Advanced—not. What is called Physiography is merely a hotch-potch of astronomy-cum-geology-cum-physics-cum-other things. Physiography is really an introduction to all science; to speak of an Advanced Stage and Honours in such is absurd. The author's statement of the Degradation of Energy is too absolute; he forgets Clerk-Maxwell's "Devil." On page 5, without any warning, we are suddenly plunged into Crookes's experiments on radiant matter—somewhat precipitate! The author tells us that the book contains "a large collection of illustrations which have never before appeared in a work on physiography"—we could not find many of them. A large number of references to original papers appears in the book. The author is evidently proud of this; we think it pedantic in a work of this character. However, as we said before, the book will doubtless serve its avowed purpose extremely well.

Geology for Beginners. By W. W. WATTS, M.A., F.G.S. (2s. 6d. Macmillan.)

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THE CHURCHMEN'S SECONDARY EDUCATION BILL.

A BILL "for the provision of secondary education and for other purposes connected with education," introduced by Mr. Evelyn Cecil, and backed by Mr. Talbot, Mr. Cripps, Viscount Cranborne, and Mr. Griffith-Boscawen, has been read the first time in the House of Commons. As a private Bill, it has not, of course, the remotest chance of passing this Session; yet it deserves our attention, not only as indicating what the attitude of the Church party in the House is likely to be towards the Government Bill, but also as tackling the whole problem of secondary education, and not a mere fraction of it, like the Duke's Bill. The *raison d'être* of the Bill, as the names of its backers show, is to safeguard the religious teaching of the higher denominational schools.

First, it substitutes for the Conscience Clause of the Technical Instruction Acts of 1889 and 1891 the corresponding clauses of the Endowed Schools Acts of 1869.

Secondly, it enacts that in all endowed schools (save in those excepted under the Acts of 1869 and 1873) "in which for a period of one hundred years before the passing of this Act the usage has generally prevailed of giving religious instruction according to the doctrines or formularies of any particular Church or denomination, regulations shall be made for continuing religious instruction, according to the doctrines or formularies of such Church or denomination, to all scholars in such school belonging to that Church or denomination."

Thirdly, the Technical Education Committee are debarred from giving any preference or advantage to any school on the ground that it is, or is not, in connexion with or under the management of any particular denomination, provided that "if the parents of a reasonable number of the scholars attending the school require that religious instruction in accordance with the formularies of any particular Church or denomination should be given to their children, the managers shall, so far as is practicable, permit reasonable arrangements to be made accordingly."

To the first and second of these clauses no serious objection can be raised, though it may well be urged that they are supererogatory. The third is wantonly provocative of discord between the Local and the Central Authorities, who, presumably, will have, on appeal, to settle what is "reasonable." Let us state an imaginary, but by no means an improbable, case. A

High Church school, which enjoins fasting and confession on all pupils not under the Conscience Clause, is refused a grant-in-aid by the County Council on the ground that it does not satisfy the educational wants of the neighbourhood, appeals to the Secretary of Education, through Viscount Cranborne, who allows the appeal. What would follow our readers may picture for themselves.

When we turn to the secular portion of the Bill, there is much to commend, much that we would gladly see incorporated in the Government measure; but, in the other scale, there are still four faults, both of omission and commission. First, in place of the shadowy Board of Education we have a Secretary of Education and an Under-Secretary, both capable of sitting in the House of Commons. Excellent—but that the Under-Secretary should be appointed by the Secretary is surely an unconstitutional departure for which there is no warrant. The next two clauses for the absorption of the Science and Art Department and for the inspection and examination of schools follow closely the Government Bill; but the latter when it differs differs for the worst. No alternative of examination by the Universities is allowed, and there is no provision for the appointment of secondary inspectors. These are both serious blots.

The irrational distinction now drawn between technical and secondary education is abolished by the simple expedient of inserting the words "secondary and" before the word "technical" wherever it occurs in the Acts of 1889 and 1891. Every Local Authority must appoint what will now be called a Secondary and Technical Education Committee, and to this Committee will be entrusted the administration of the "whisky money," which henceforward will be ear-marked for education. This hits a very serious blot in the Government Bill, and we hope that Mr. Cecil will introduce an amendment in this sense.

Now for the countervailing defects. The Charity Commission is left untouched. It is enough to point out one of the many anomalies that will arise from the dual control that the Bill would thus create. Every endowed school would, after the passing of the Bill, be subject to inspection by two co-equal authorities.

The Cecil Bill has also a Consultative Committee, but it is neither permanent nor statutory, and its constitution is wholly undefined. The principal function, the only one mentioned in the Bill, is the delimitation of elementary and secondary education. Any school that the Secretary for Education, on its advice, pronounces to be secondary will be *ipso facto* transferred from the School Board to the County Council.

This clause is enough of itself to make every teacher in the country, whether primary or secondary, waive all minor differences and join forces in opposing a measure which absolutely ignores teachers, and gives them no part or lot either in the organization or the management of national education. That there is nothing in the Bill about the registration of teachers goes almost without saying.

REVIEWS.

Life and Remains of the Rev. R. H. Quick. Edited by F. STORR. (Price 7s. 6d. Pitt Press.)

This autobiography, for such in the main it is, has a double interest, personal and professional. It is the confession of a man who was primarily a schoolmaster but in the second degree a clergyman, a lecturer, and an author; and the confessions are hardly less frank than those of Rousseau, though in Quick's case this can hardly be reckoned as a virtue when there was nothing that his worst enemy could call a vice. Yet it is not every one who will set down *sine ira aut studio* his failures as a teacher and his indifferent success in authorship and the cure of souls, and, laying all or most of the blame on himself, try to analyze the causes and subject himself for the benefit of posterity to a sort of vivisection.

Let us premise at starting that the intimate relations of Quick with this *Journal*, which lasted for many years, debar us from any pretence of criticizing the *Life* as dispassionate outsiders, and yet, after discounting to the full all personal predilections, we feel justified in commending it both to laymen

and to the profession—to laymen as the self record of a singularly sincere and lovable nature, to the school world as the chronicle of very varied experience and the running comment of an unbiassed and independent thinker on many of the burning educational problems of the day. We may, of course, be mistaken, and the public may take the same view as a London weekly which asks contemptuously whether 500 pages is not an excessive amount to devote to the wailings of a hypochondriac Harrow master who could not keep his form in order. At any rate we may promise those readers who get beyond the first three words of the *Life* (which is more than the reviewer in question accomplished) that they will find a varied *menu* in which Harrow is not the principal course, and at least as much of wit and humour as of wailing and lamentation. We will quote *ad aperturam libri* from the section on Harrow.

T. H. Steele was told that there was cribbing in his form. He orated them thereon—said he had heard that some boys used unfair means in preparing lessons, &c. The boy in particular he suspected was Buller, the cricketer; but, when he asked the boys who had used cribs to stand up, all stood except Buller. Steele was sorely puzzled. "Buller!" he said, "are you quite sure you have never used a translation?"—"Yes, sir." "How then did you manage?"—"Never looked at a lesson, sir."

One more anecdote we may quote before proceeding to discuss the contents of the volume, not only as an illustration of the points we are making, but as an indication of the line of defence that Quick might adopt against his critics, the headmasters who scoffed at all theory because the theorist was an indifferent practitioner.

C. M. told me of a clever old doctor, who candidly confessed he was not good at diagnosis. One of her family went to him for some form of skin disease, but got rather worse than better under his treatment. At last she consulted a London physician, who cured her. When taking leave of her the physician happened to ask where she lived, and said: "You have a very clever doctor for the skin in your neighbourhood; I wonder why you came to me." Answer: "I was under his care before I came to you. I got worse instead of better." Doctor: "That's very odd. I have been treating you according to what I have learnt from a book of his."

That Quick was thinking of himself when he jotted down this apologue in his diary we have little doubt, nor would we dispute the fact that, judged by the standard of his writings, his work as a teacher was comparatively a failure. Yet it would be grossly unfair to take his confessions of "the little done, the undone vast" as a whole portrait, and on the strength of these and the reports of unsympathetic colleagues to set him down as an incompetent master. The testimony of his pupils here recorded, in particular that of Mr. John Russell, is a sufficient refutation of the calumny. Love is the fulfilling of the law, and a master who, like Quick, gained and kept to the end the love of his pupils cannot be pronounced a failure.

The *Life*, as distinguished from the *Remains* (though the distinction is somewhat arbitrary), occupies the first 120 pages. The recollections of childhood are singularly vivid, though full five-and-twenty years had passed before he attempted to record them. We can trace even in the child the germs of that brooding introspection and analytic temper which were at once the strength and weakness of the man. Boyhood and college days are a blank which the editor has failed to supplement from other sources. After that the tale runs smooth, the record, as it might be styled, of a rolling stone that everywhere gathered moss.

Were parallel lives the fashion nowadays, what better matched pair could a modern Plutarch find than Quick and Thring? Personal friends, strongly attracted by mutual admiration, both educational reformers of the extreme left, both pioneers in pedagogics and for the best part of their lives voices crying in the desert, and both counted as prophets in the New World, when, at least as writers, they had no honour in their own country. And yet the contrast of character is even more marked than the likeness. Both had the *perfervidum ingenium*, the divine discontent of the reformer; but in the case of Thring this energy expended itself in action, in the case of Quick it was transmuted into criticism. Thring theorized, but his theories were all self-evolved; he was, in every sense of the word, his own architect. He called no man master; he laid down the law, and Charity Commissioners, governors, assistant-masters, and pupils all had to submit.

He could not conceive himself in the wrong. What he knew not was not knowledge. Those who opposed him were fools or knaves or both. Quick was diffident to a fault. He criticized others, indeed, sometimes too freely; but above all he criticized himself. He was intolerant of routine, and tilted, sometimes blindly, against the established order, with little respect for *was uns alle bündigt, das Gemeine*. And yet he was ever ready to cry *Mea maxima culpa*, to hold himself up as an awful example of how not to do it, and to rise on stepping-stones of his dead self. It is pleasant to know that two such opposite characters, the man of action and the man of thought, knew and appreciated one another.

We have only space to indicate the quality of the Remains by naming the principal headings in the table of contents:—Elementary Education—Public Schools—Boys and Masters—Examination—What to Teach—Language—Training of Teachers—Preaching and Lecturing—Religious Beliefs. Under the heading "Dora and Oliver" we have a careful, and to our minds a fascinating, child study by a father, all the more attractive because it does not pretend to be scientific and is concerned rather with the salient features of mental and moral development than with minute observations of the growth of sense perception and physical activities. "Varia" includes many interesting reminiscences of distinguished men, as Dr. Arnold, Matthew Arnold, Ruskin, John Bright, W. T. Harris, Chénery, of the *Times*, &c., and not a few good stories. Here are three taken at random.

R. M. is one of the first authorities we have on English grammar. He was lately examining *viva voce* when one of the class made a statement that did not please him. "Where did you get that from?" asked M. "'Morell,' said the boy." "Morell! he don't know nothing about it."

A German professor was found by a friend travelling luxuriously in a first-class carriage, contrary to his wont. His friend asked how it was and the professor explained that it was his wedding trip. "Where is the Frau Professorin?" asked the friend. "She is at home; we could not afford both to travel."

Shortly after the war of '70 a man told Robinson Ellis that he had just come from Sedan. "Have you, indeed?" said Ellis. "That's very interesting; the first edition of Nonnius Marcellus was published at Sedan."

Let us end with a graver sample—a passage of the diary which to us has a pathos of its own no less than Browning's "Epilogue" or Tenyson's "Crossing the Bar."

Perhaps before the end of my journey I may be able to write some useful essays, working up the materials in these note-books. . . . The question is whether I shall now find time. Perhaps the train has already begun to slacken speed, and the brake will soon be put on, showing that the station is not far off. Till lately one has thought of the station as at an immeasurable distance. It does not seem so now. What would one's feelings be if one believed it to be the terminus? As it is, the nearer one gets to the station the more one's thoughts go beyond it. Like other members of the old-fashioned sect still known by the name given them at Antioch, I don't believe in the existence of a terminus.

The presentiment of the end proved too true, and these raw materials are but a poor substitute for the essays that might have been.

Roman Society in the Last Century of the Western Empire. By SAMUEL DILL, M.A. (Price 12s. net. Macmillan.)

The last century of the Western Empire is a tragedy without its poet. We turn from Gibbon's pageant of history with a desire to know more of the puppets who adorn his pages. The assiduous labours and the abundant narrative of Mr. Hodgkin's volumes add to our sense of reality, but only serve to whet our appetites. We would fain see through the very eyes and think the very thoughts of the generations which took part in the last protracted struggle between Christianity and Paganism, which witnessed and suffered from the dissolution of the Empire. Mr. Dill comes to our help; and marvellously has he succeeded. His claim is "that he has made an honest attempt to answer a question which has often presented itself to his own mind: How were men living, and what were their thoughts and private fortunes, during that period of stirring change?"

This is a book which only a professional critic—a critic *quand même*—will pretend to criticize. We know enough of the period to affirm, without fear of honest contradiction, that Mr. Dill

knows more of it and has studied it with a more microscopic diligence than any of his reviewers. With absolute fidelity, admirable skill, and sympathy of historical insight, he has thrown a searching light on an obscure period, which is only to be studied from many angles of view, through imperfect glimpses, from fragmentary and tantalizing scraps of evidence. A literature of religious controversy, fulsome panegyrics, and stilted epistles; the sediment of history in the Theodosian code—such is the evidence to be interrogated, the materials out of which the picture has to be composed.

The first book deals with the tenacity of paganism, and offers an invaluable treatment of a subject which, in spite of the labours of M. Boissier, is still obscure and perplexing. Under Mr. Dill's guidance we are enabled to realize the complexity of the issues; we sympathize with pagan and Christian in turn; we take our stand now with the highest-mounted minds, now with the eager partisan, and again with the unlettered vulgar. It is no simple collision of truth and falsehood; no struggle between the kingdom of God and the kingdom of darkness; but between an already powerful and too often corrupt organization and an ancient faith entwined with the glories and the virtue of an heroic past. To understand the vitality of paganism we must remember the homoousian controversy, and the mob metaphysicians; we must weigh the charm of the philosophy that enlightens and the humour which tolerates while it enjoys, against the ardour of the pedantry which defines and the dogmatism which damns. At its highest Christianity was faith; at its highest paganism was philosophy. To the lower minds the election lay between Alexandrian and Christian thaumaturgy; between the assurance of dogma and the delight in oracle and divination. No wonder the struggle was a balanced one; a religion of patriotism dies hard. It was, in fact, such men as Jerome and Ambrose and Augustine who saved the Christianity of the West. They fought as energetically against the corruption of their co-religionists, of their fellow-priests, as against the seductions of gentilism. The clergy find at least as scathing a censor in Jerome as in the honest pagan soldier Ammianus. Yet, on the other hand, the saints were protected by the growth of the organization which these evils inevitably accompanied. It was, perhaps, a providential economy which employed the co-operation of holy men and skilful administrators, which directed saintliness and astuteness to one common end—the glory of the Church. The Church thrived more abundantly, and still Christianity was not extinct. Perhaps the greatest peril it escaped was neither from schism nor from the whole-hearted champions of the older creed, but from the strong tide of eclecticism which threatened to absorb all creeds, as it had merged all philosophies. Christianity might have contributed an element to the renewal of paganism. "Each nation," pleaded Symmachus before Gratian, "has its own gods and peculiar rites. The great mystery cannot be approached by one avenue alone." The mass of the Roman aristocracy were ready enough to welcome a "strange alliance of Aryan Christianity, dilettante Hellenic culture, and Chaldean superstition." Julian the Apostate "dreamt of regenerating the ancient worship by borrowing a dogmatic theology from Alexandria, an ecstatic devotion from Persia, a moral ideal from Galilee."

A series of vivid portraits gauge the political aims, the social ideals, and the intellectual capacities of the nobility. Antonius, professor and consul; Symmachus, the pagan gentleman; Sidonius, the Bishop of Auvergne—an exemplary bishop, but retaining to the last the manners and taste of a grand seigneur—these and others show that, with all their selfishness and ostentation, the great nobles of the fourth and fifth centuries "preserve a certain distinction in their loyalty to things of the mind." Such a society, at least, compares favourably with the circles of George Selwyn or Bubb Doddington. It was probably not so much by its crimes as by its carelessness that the Roman nobility contributed to the fall of the Empire. To the last they refused to believe in its mortality; to the last they refused to see in the barbarian settlements the beginning of a new era. Athanaric at Byzantium, Ataulph at Narbonne, had confessed to the overpowering majesty of Rome; surely Romans might be permitted to hold the same assurance. Augustus's hierarchical organization of society had been all too successful; there was probably less understanding or less sympathy between the social strata. To discover the helpless condition of the mass of the population we must go, not to

polite literature, but to the exaggerated denunciations of Salvianus, or to the dry revelations of the Theodosian code.

The book concludes with a powerful sketch, and one by no means unduly severe, of a decadent culture. Science had long ceased to be pursued; what philosophy there was enlisted under the banners of polemical theology, and was to be found in the religious house of Lerins. History, worthy of the name, had died with Ammianus Marcellinus, "the last subject of Rome who composed a profane history in the Latin language." The Gallic renaissance of the fifth century did little or nothing for the study of law. Only the grammarian and the rhetorician flourished: the one by the pursuit of an erudition which choked instead of stimulating thought, the other by the cultivation of an art which had long ceased to have a legitimate end. "The passion for style of some sort was as strong under Theodoric as it was in the reign of Trajan." But preciosity has its Nemesis; and the idolaters of form ended by writing a mere jargon. Happily, the mass of this literature has irrecoverably perished; but enough remains to illustrate the worthlessness of what is lost. It was of the first importance that Jerome and Augustine should have been penetrated with the spirit of the ancient schools. "Their attitude to the pagan culture determined finally the attitude of the Church." But the last blossom of true pagan culture sprang only to perish from a worn-out stock, and the Middle Age entered upon its task with a singularly light burden of secular tradition.

It is, perhaps, worth pointing out that *Averni* occurs twice for *Arverni*, and that *J. Caesar* (page 368) has an unpleasant look.

A History of Winchester College. By A. F. LEACH.
(Duckworth & Co.)

"The compression of the history of five hundred years into five hundred small pages is no easy task." So says Mr. Leach in his preface, and truly; for the records of Winchester College are dim and confused, and its traditions have been held with an uninstructed tenacity. But Mr. Leach has courage for his task, and throws a good deal of clear light, though in an over-positive style, on the tangled maze. He considers that he has made new discoveries as to the exact date of the opening of the college; that he has shown cause to doubt if Wykeham was really his own architect, and the inventor of the "prefectorial" system of government; and that Winchester "at one time deserved the title of the School of Poets." These, like all heresies, are interesting reading, but the first has only a subordinate importance; on the second, we do not feel that Mr. Leach's negative evidence is sufficient to disprove a strong tradition which he admits to be as old as Henry VIII.'s reign (page 105). As to the third, we do not suppose that any intelligent person ever thought that the supervision of younger people by their elders was invented by Wykeham; hence the clauses quoted from the statutes of Merton College (page 175) do not seem to us a disproof of Wykeham's claim to have been the first to organize a school on the basis of prefectorial power. As to the "School of Poets," we can only remark that Mr. Leach can only support the claim by the names of Otway, Young, Somerville, and Collins; on reflection, he will, we think, modify the word "deserved" in his prefatory pages.

Mr. Leach is seen at his best, we think, in his exposition of such topics as the *pauperes et indigentes scolares*, for whom (in addition to his kin) Wykeham intended his foundation (pages 90-103); and in his discussion of the Founder's kin privilege (pages 307-313). In both cases he seems to us to demonstrate his points; in the first, that the Latin term did not mean outcasts, destitute or "gutter" children; in the second, that the privilege ought always to have been interpreted in the light of canon law, "which recognized no kinship after the seventh degree." (If we mistake not, a pamphlet was written by Augustus Hare on this point, demonstrating the absurd abuse, still existing in his day, and ascribed by Mr. Leach [page 307] to a certain decision, in Elizabethan times, of Warden Stempe.) It is, perhaps, too much to say that the misinterpretation "threatened to destroy Wykeham's institution altogether," but it certainly was a scandal and an impediment, till its final disappearance about forty years ago.

When, again, Mr. Leach indulges in a vein of retrospective sentiment, he writes eloquently and well; the peroration on page 454 is fine, though, perhaps, (with Matthew Arnold) some

of us "would prefer a drier style"; and the same may be said of the sketch of Meads on page 504.

But the recurrent fault of Mr. Leach's book is the obtrusion of irrelevant, useless, and quarrelsome matter. What, *e.g.*, has a history of Winchester to do with Mr. Leach's opinion (page 358) of Falkland? Why, to the historical fact that Eton and Winchester, with the Universities, were spared by Henry VIII., "in the general dissolution of colleges," need there be added a screed of rather sour Protestantism about the dissolved monasteries? Most wearisome of all are the recurrent attacks on the "Annals of Winchester College." Some of the slips in that book are quaint enough—*e.g.*, that recorded on page 194, whereby a sheriff of Hampshire has been mistaken for a vicar of Hampton; so is that quoted on page 96, where *tractatus* (= treats) was rendered *sermons*. But some of the references—*e.g.*, that at bottom of page 218—are petulant and unmannerly. We think, also, that to be severe on errors and lapses made in deciphering ancient documents demands that our own withers should be unwrung. Mr. Leach's errors in far plainer matters—matters of ordinary Wykehamical cognizance—are amazing. He describes (page 512) a certain gentleman as "the present Sub-Warden," who has already had two successors in that office. He thinks that "Dr. Temple, just resigned from Rugby," was the first representative of the masters on the governing body (page 512). He thinks (page 525) that a certain memorable sermon of Archbishop Benson was preached by the Bishop of Southwell. Descending to minor matters, he thinks that Winchester (page 510) has never won the racquets, and that the old rifle range was called Peg Down; while, on page 113, he imagines that statues representing the Annunciation have as their central figure the Virgin and child!

All this blundering will probably make readers underrate Mr. Leach's historical knowledge, which is undoubtedly great; the fact is, that over-confidence has flawed his knowledge of recent and contemporary things. In truth, the last eighty odd pages of the book, beginning with chapter xxxviii., "In My Time," are out of place in what is really a serious contribution to educational history. They contain a perfectly fantastic glorification of a single "house" during the writer's presence in it—the sort of thing which is tolerable in a schoolboy's letters home, but almost incredibly wanting in such humour as befits maturity; even the theatricals in which he took part are extolled in language which would have made Kean or Kemble blush. Published as a pamphlet, called "Winchester in the 'Sixties," these chapters might have pleased, or diverted; but only a small fraction of them deserves place in a book like this, whose aim is ambitious. And why, we wonder, does Mr. Leach pepper his pages with such diction as "expulsee," for "boy expelled"—"donness" for master's wife or sister—"executor" (page 521) for "executioner"; such foolish hits at Eton as those on pages 503-4; such "derangement of" metaphors as that on page 288, where a certain Wykehamical Bishop is noted "as having kept his see of Exeter unspotted from the fires of persecution"? Lastly, on page 394, in his comment on the reference to Minerva's image at Winchester, is he not mistaking a metaphor for a concrete fact?

Talks to Teachers on Psychology, and to Students on some of Life's Ideals. By WILLIAM JAMES. (Price 1.50 dol. New York: Henry Holt.)

There are many profound and learned, and not a few wise and practical, works on education; but the books which charm and fascinate, which hold one spellbound like a great romance or poem—such pedagogic books may be reckoned almost on the fingers of one hand. Rousseau's "Emile," Stanley's "Arnold," Montaigne's "Essays," and, on a lower level, the second part of "Wilhelm Meister" and Richter's "Levana"—these are the rare books that the teacher reads for the simple literary pleasure, apart from any thought of professional profit. If we may trust to first impressions, Professor James's "Talks to Teachers" must be added to this choice library. The quality that impresses and captivates one most in these talks is their *humanity*, not only in the sense of wide culture, though this is seen on every page, but also, as Matthew Arnold used the word to connote the opposite of priggishness and pedantry. Dr. James descends from his Chair of Psychology—never a very tall one—and chats with teachers as a kindly man among his kind of their thoughts and feelings and aspirations, their common work of building up their own character and helping

their pupils in the formation of theirs. Dr. James is no Monsieur Josse; he is rather inclined to depreciate than to cry up his wares. A careless reader might carry away the impression that a knowledge of psychology is of no more advantage to a teacher than a knowledge of quaternions would be to the bank clerk, and the book might furnish Prof. Case with some telling quotations when next he thunders in the *Times* against the foolishness of training teachers. "Psychology is a science, and teaching is an art, and sciences never generate arts directly out of themselves. . . . The art of teaching grew up in the school-room. . . . To know psychology is absolutely no guarantee that we shall be good teachers." We need hardly add that such quotations divorced from the context wholly misrepresent Dr. James's position. His endeavour is to convince teachers that the psychology they need for their daily work is no occult oresoteric science to be acquired in the laboratory or through German *Zeitschriften*, but a comparatively simple matter of introspection. "The elements of the mental machine can be clearly apprehended and their workings easily grasped." Its main use to the teacher is to save him from *culs-de-sac*, to show him *a priori* that certain methods are wrong and doomed to failure. The *animata media* he must work out for himself. Liveliness, nimbleness of mind, tact, sympathy, are the cardinal virtues of the teacher. Without them the profoundest knowledge of psychology is sounding brass and a tinkling cymbal. Freely granting all this, allowing that the higher branches of psychology are for the teacher a barren soil, that all training is thrown away on one who lacks the natural touch, we are none the less convinced that the teacher who had read and digested these talks would start on his professional work from a vantage ground, with wider and clearer views, with less chances of error and a better prospect of success, than the equally gifted empiricist. Take, for instance, the first general maxim deduced from the laws of brain-action. "No reception without reaction, no impression without correlative expression." Would not the application of this aphorism revolutionize many of the traditional methods of the class-room? Again, we should like to reproduce the two rough diagrams showing the brain processes before and after education. It is, of course, only symbolic, but it gives a new and vivid idea of the process. On cramming, on *memoria technica*, on marks and prizes, on manual training, on the kindergarten, on specialization—in short, on nearly every current pedagogical thesis—the teacher will find no set discussions indeed, but some pregnant hint, some aculeate word which gives him the clew for working out for himself the true solution. We must give one specimen of Dr. James's lighter style. He is chaffing the manual-mongers who would "tenify" apperception.

A little while ago, at Buffalo, I was the guest of a lady who, a fortnight before, had taken her seven-year-old boy for the first time to Niagara Falls. The child silently gazed at the phenomenon until his mother, supposing him struck speechless by its sublimity, said: "Well, my boy, what do you think of it?" to which: "Is that the kind of spray I spray my nose with?" was the boy's only reply. That was his mode of apperceiving the spectacle. You may claim this as a particular type, and call it by the Greek name of rhinothepaical apperception, if you like; and, if you do, you will hardly be more trivial or artificial than are some of the authors of the books.

"Cambridge Historical Series."—*History of Scotland*. Vol. I. *To the Accession of Mary Stewart*. By P. HUME BROWN, M.A., LL.D., author of "The Life of George Buchanan," &c. With 7 Maps. (Cambridge University Press.)

At last we have a History of Scotland, or rather the first part of one, handy in size and written on sound critical principles as well as with ample knowledge. Patriotic Scots will perhaps grumble—indeed, we have already heard some grumbling from the Modern Athens—at finding many picturesque legends that have passed for history ignored by Mr. Hume Brown; they must comfort themselves with the thought that his book in no way detracts from the true greatness of their national heroes, and that, if they must have romance, they can still turn to "Tales of a Grandfather." Mr. Hume Brown sketches with a firm hand the making of the nation out of its component elements of Picts, Britons, Scots, and Angles, showing how Picts and Scots were united under Kenneth the Scot, and formed a kingdom

that succeeded in annexing English Lothian and British Strathclyde, and was in turn forced to yield to the influence of the wealth and natural advantages of Lothian. The centre of political power shifted from the north to the south of the Forth, and the Celtic Church and kingdom of Alba gave place to the Church and kingdom of Saxonized and Normanized Scottish kings. In the account of the early conflicts between the Scots and the English, the submissions to English kings are passed lightly by as of little permanent significance; and, indeed, they have been discussed elsewhere at a length out of all proportion to their importance. The reign of David I. is treated as the beginning of a new period in Scottish history, in which Norman influence became dominant, and the civic, political, and ecclesiastical condition of the kingdom underwent a complete change. Strathclyde, Lothian, and the east country to the north of the Forth, are colonized by men of Saxon, Norman, or Danish race; the nobles no longer have Celtic titles, they become earls and barons, the feudal vassals of the Crown; a judicial system foreign to Celtic ideas advances on lines already laid down; free towns gain definite privileges and become energetic in the development of commerce, and the representatives of the ancient Celtic Church are supplanted by monks and clergy of the Roman type. The progress of the kingdom was checked by the long War of Independence, and Scotland was far less prosperous at the death of David II. than she had been in the time of Alexander III. Mr. Hume Brown points out that the common idea that the war gave the Scots national unity is mistaken; if they had not been a nation before, they would certainly have fallen apart in the struggle. Scotland under Alexander III. was, he justly says, as really a nation as any country in Europe—England alone excepted.

After the national independence had been secured, the Crown entered on a long struggle with the nobles for political power. The weakness of Robert II. is illustrated by his inability to avenge the murder of his son-in-law by Sir David Lyndsay, and by the protest that he sent to the English Court that a raid made by his barons was against his orders. Robert III. was, throughout his whole reign, completely in the hands of others, and, after the death of the Duke of Rothesay, Albany was virtually master of the kingdom. During the captivity of James the nobles gained strength, for the Regent was forced to overlook their misdeeds in order to preserve his power and keep the country from civil war; his great achievement, the overthrow of the Lord of the Isles, would, Mr. Hume Brown observes, have been impossible if the Celtic chieftain had been supported by a few discontented barons. As soon as James returned from England he set himself to assert the royal power. While acknowledging that he reigned with ability as well as energy, Mr. Hume Brown's estimate of him is less favourable than that which has generally been accepted; he points out that the king was unpopular with all classes, rapacious, violent, and rash. We are sorry to find that he considers the picturesque and "so-called contemporary" account of the king's murder is not trustworthy, and that we must, therefore, be content with the meagre notice of it given by Bower. On the other hand, we note with pleasure that he refuses to accept the "new criticism" which would deprive James of the authorship of the "King's Quhair." James II. was prudent as well as vigorous. After gaining a complete victory in his almost desperate struggle with the Douglasses, he conciliated the great nobles, and was careful to promote the welfare of all classes of his subjects; he was one of the most capable of Scottish kings, and, under his rule, the country enjoyed "a happiness and prosperity that she had not known since the last days of Robert Bruce." The weakness and folly of his son undid his work, and the tragic end of James III. is justly represented, not as the result of a chance combination of a few discontented lords, but as the natural ending to a reign which exasperated the nation by its incompetence and carelessness. In James IV. Scotland again had a firm and popular ruler, and, as "throughout his whole reign no commanding figure meets us but his own," the progress which the country made in orderly administration, commerce, and general civilization in his time may fairly be set to his credit. While narrating the course of the struggle between the Crown and the nobles, Mr. Hume Brown gives us excellent notices of all that concerns the social development of the people. We congratulate him on the successful accomplishment of this portion of his work, and shall await with interest the appearance of his second and, we suppose, concluding volume.

Life of Danton. By A. H. BEESLY, author of "The Gracchi Marius and Sulla," &c. (Longmans).

After celebrating Danton in a drama, Mr. Beesly has addressed himself to the task of vindicating his character in a biography. Few Englishmen are so intimately acquainted with the history of the French Revolution, and it must therefore be held that he has said here all that can be said on behalf of his hero, especially as he has much literary skill. As to the success of his apology, opinions will probably differ. He contends that Danton was politically honest—and no one now will, we imagine, dispute the justice of his claim—and that his hands were clean, which probably is also true, though constant charges of speculation and venality were brought against him by men of different parties. Mr. Beesly's appendix on Danton's income should be read with attention; it is not, perhaps, quite convincing. Danton bought a legal office of the Crown largely with borrowed money, was repaid by the State on surrendering it, and with the proceeds of this repayment, and a further sum, which he either borrowed or had saved—saving was not much in his line—bought an estate. How, then, did he pay his earlier creditor and manage to live in a style that excited the jealousy of his fellows? While, however, Mr. Beesly's arguments seem open to question, they have weight, and taken together with what we conceive to have been the nature of the man—a powerful factor in such a case—seem to us sufficient to entitle Danton to an acquittal of the accusations made against him by his enemies. The attempt to prove him guiltless in the matter of the September massacres is, we think, less successful. Who should be held primarily responsible for those horrors is a question that will, perhaps, never be answered satisfactorily. Danton was Minister of Justice; he was so powerful that, as his apologist says, a history of the first year of the Convention might well be headed "The Tribunate of Danton"; he had organized the insurrection of August 10, when the Swiss Guards were massacred; the sinister scoundrels of Marseilles were the guests of his section. He was in Paris during the massacres. They went on for nearly a week, and he made no effort to stop them. It was, Mr. Beesly pleads, no part of his special duty as Minister of Justice to do so. Granted; but he had a duty as a man and as a leader of the people. It was not, we are told, a work to be done by words—of which Danton had plenty at command—but by force. Had Danton, then, no power over men? What was this poor, uninfluential orator, this Minister who was bound to keep so strictly to the duties of his office, engaged in doing during the days of massacre? He was equipping men as soldiers, and sending them in detachments to the front. Finally, Mr. Beesly says that, if Danton had tried to stop the massacres, he would have lost his popularity, and might even have lost his life. Such is the best defence that can be made for his inactivity. That Danton would, as a lawyer, have preferred that the massacres should have had a judicial semblance, that "the Royalists should be made to fear" by less disorderly means, we can well believe; that he acquiesced, gloomily perhaps, in the massacres, seems to us certain.

Not delighting in bloodshed for its own sake, he was constantly insisting on the duty of slaughtering—of course, justly and by the sentence of a tribunal—all who were hostile to a republican form of government. As an orator he was powerful, and his speeches, noisy and egotistical as they are, have the special merit of evident sincerity—they are free from cant. In politics he was an opportunist, "in the best sense of the word" according to Mr. Beesly. He demanded the abolition of the monarchy in July, 1791, fled for his life to England, and three months later accepted office under, and swore to maintain, a "constitutional monarchy." In turn he advocated a war of propaganda, a war for "natural frontiers," and a policy of not meddling "with our neighbours' affairs." Naturally indolent, he was capable of extraordinary energy at critical moments, and he had that supreme gift, the power of inspiring others. His great achievement was the success of his call on the nation to rise *en masse* in defence of France. It is this that entitles him to be reckoned as the saviour of the Republic. His failure seems to have arisen from two causes: one, which is passed by here, is that he was either blind to, or careless of, the consequences of his own acts; he raised a storm that he could not control, and when he believed that the time had come to check proscription, to tranquillize the public, and to establish an orderly government, he found that the passions to which he had appealed refused to be allayed at his bidding. The other cause

of his downfall was that he was too self-reliant and uncunctious; he had some private friends, but no political party; he managed to excite bitter jealousies; and as in the days of his power he was content to stand alone, so, when his foes closed round him, he was forced to meet them single-handed. He was destroyed at last by the horrible engine that he had himself been foremost in establishing, the Revolutionary Tribunal. We do not dispute Mr. Beesly's facts, nor even the justice of many of his comments, and, though we cannot accept the general impression of Danton that he wishes to convey, we recommend his book as representing sides of Danton's character and incidents in his career that have generally received too little attention.

The Medieval Empire. By HERBERT FISHER, Fellow and Tutor of New College, Oxford. 2 vols. (Macmillan.)

So far as learning is concerned, these volumes would in their own line be hard to beat. Little has been written in England on the questions with which they deal; their treatment of them is thorough and well supported by references to original and other authorities. They present us with a full, though not always skillfully expressed, account of the constitutional and political development of the German nation, and of the system of imperial government both in Germany and Italy. Their weakest point is a lack of general view. While Mr. Fisher has studied many chronicles and other *monumenta*, he has perhaps read almost as many modern works on German constitutional history, and his book has some of the defects characteristic of the publications of German historians. Nor is it rendered more attractive by a frequent use of the historic present. Nevertheless, tough morsel as it is, it will well repay those whose faculties are healthy enough to digest it. Some early chapters on the four German races and their struggles are the most interesting in the book, and bring out with much force the influence of the racial factor on the character of the monarchy. In his disquisition on legislation in Germany, Mr. Fisher points out the effects of the absence of any strong central court that might have given uniformity to the course of German law. Local law prevailed everywhere, and the king's court, as it moved from land to land, was composed now of Saxons and now of Swabians, and acted here on Saxon and there on Swabian principles, while the rigour with which social distinctions were preserved in matters of jurisdiction prevented the rise of a class of professional judges; for the grades of society were many, and no man could be forced to plead before his social inferior. Theoretically, direct legislation was not part of the province of the German king; his business was to see that the laws made by his people were carried out. Yet in fulfilling his administrative duty he became a legislator, for he issued ordinances for the public peace that grew into penal codes. Originally, however, as Mr. Fisher shows, the public peace was not an imperial matter, nor was legislation concerning it either universal or permanent. The weakness of the Emperor occasioned the rise of special peaces—of the Truce of God imposed by the Church, and of the Land-peaces established by voluntary association and of merely local authority. The Emperors adopted the Land-peaces; Frederick Barbarossa built on this system by issuing imperial Land-peaces of universal application without extinguishing the local associations, and Frederick II. went still further by promulgating an imperial and comprehensive Land-peace called the Peace of Mainz, which exhibits the results of the action of Roman and imperial ideas on German tradition.

Mr. Fisher's remark that "there was more anarchy in Germany than in England because there was less feudalism" sounds strangely, but is really a vigorous and well considered statement of fact; we wish that he had more often given us such clear enunciations of doctrine. In Germany it was not true that all land was held of a lord; allodial property survived the introduction of enfeoffment, and the feudal principle did not pervade German land until well on in the eleventh century. Accordingly the government had no uniform basis, and in the tenth and eleventh centuries the German kings looked elsewhere for a foundation on which to establish their power. They could not call on their subjects to do them service as vassals; their armies were marshalled in national groups—for the national idea of the obligation of military service had not been superseded by the newer feudal bond. Hence it was that for a long time the Emperors were unable to exercise any effectual control over the law of inheritance, and, as is well said here, it is by the amount

of its influence on the law of inheritance that the strength of a medieval government can most surely be estimated. Chapters on imperial finance and the relations of the German nobles towards the Empire complete the account of the constitutional history of Germany to the death of Frederick II., and are followed by a view of the expansion of Germany in the North-East, at the expense of the Baltic Slaves, and in the South-East, where the Babenbergers founded the March against the Hungarians, which was raised by Frederick Barbarossa to be the hereditary Duchy of Austria, to descend to daughters in default of sons. In Mr. Fisher's survey of the Church in Germany, he notes how the Emperors used the Church to supply both their civil and military needs, and makes some judicious remarks on the effects of monasticism in rescuing the clerical profession from complete secularization. The later chapters of this book, all save the last, on the "Empire and Culture," are concerned with the imperial administration in Italy, and contain a striking record of the perpetual antagonism that existed between the Emperors and the city of Rome.

PUBLICATIONS RECEIVED.

- EDWARD ARNOLD.—*La Grammaire*. Par Eugène Labriche. Edited, with Introduction and Notes, by Herman S. Piatt, Ph.D.—*Les Français en Ménage*. By Jetta S. Wolff. Illustrated. Price 1s. 6d.
- GEORGE BELL & SONS.—*Satura Grammatica*; or, Latin Critical Notes. By E. G. A. Beckwith, B.A.
- ADAM & CHARLES BLACK.—*Ivanhoe*. Edited by J. Higham, M.A. (Sir Walter Scott Continuous Readers.) Price 1s. net.
- BLACKIE & SON.—*Le Trésor de Monte Cristo*. Edited, with Notes and Vocabulary, by B. Proper. With Illustrations. Price 1s. 6d.—*The Orations of Cicero against Catiline*. With Introduction, Notes, Exercises, and Vocabulary, by Charles Haines Keene, M.A. With Illustrations. Price 2s. 6d.—*Practical Problems in Arithmetic*. Standards III. and IV. Price 3d. each.—*King Henry the Eighth*. Edited by D. Nichol Smith, M.A. Price 1s. 6d.—*The Odes of Horace*. Book II. Edited by Stephen Gwynn. With Illustrations. Price 1s. 6d.
- WILLIAM BLACKWOOD & SONS.—*Higher Greek Prose*. By H. W. Auden, M.A. Price 2s. 6d.
- BURNS & OATES.—*The King's Mother: Memoir of Margaret Beaufort, Countess of Richmond and Derby*. By Lady Margaret Domville. Price 3s. 6d.
- CAMBRIDGE UNIVERSITY PRESS.—*The Aeneid of Vergil*. Book II. Edited, with Notes and Vocabulary, by A. Sidgwick, M.A. Price 1s. 6d.
- W. & R. CHAMBERS.—*Chambers's Domestic Economy*. By H. Rowland Wakefield. Part II. Food: Its Functions; The Dwelling: Warming, Cleaning, Ventilation. Revised Edition. Price 3d.—*Chambers's Higher English Reader*. Price 2s.
- ARCHIBALD CONSTABLE & CO.—*Imperial Rule in India*. By Theodore Morison. Price 3s. 6d.—*Psychology and Life*. By Hugo Munsterberg. Price 6s. net.
- J. M. DENT & CO.—*The Old Curiosity Shop*. By Charles Dickens. In Two Volumes. Price 3s. net.
- DUCKWORTH & CO.—*State Trials: Political and Social*. Selected and Edited by H. L. Stephen.—*A Text-Book of Plant Diseases caused by Cryptogamic Parasites*. By George Massee, F.L.S.
- GINN & CO. (Boston, U.S.A.).—*Physical Geography*. By William Morris Davis. Assisted by William Henry Snyder.
- ISBISTER & CO.—*The Essentials of Geometry*. By Webster Wells, S.B. Price 6s.—*Dante*. Translated by the late E. H. Plumptre, D.D. Vols. III., IV., and V.
- THOMAS LAURIE.—*Hymns of Life*. Edited by W. H. Smith. Music selected by W. Hatley.
- LONGMANS, GREEN, & CO.—*The Correspondence of M. Tullius Cicero*. By Robert Yelverton Tyrrell, Litt.D., and Louis Claude Purser, Litt.D. Vol. VI. Price 12s.—*Longmans's Illustrated Conversational French Reader*. By T. H. Bertenshaw, B.A. Price 1s. 6d.
- MACMILLAN & CO.—*The Works of Shakespeare*. Edited, with Introductions and Notes, by C. H. Herford, Litt.D. Vol. V. Price 5s.—*Cosimo De' Medici*. By K. Dorothea Ewart. (Foreign Statesmen Series.) Price 2s. 6d.—*Scott's Marmion*. Canto VI. With Introduction and Notes by Michael Macmillan, B.A. Price 1s.—*Woolwich Mathematical Papers*. For Admission into the Royal Military Academy. For the Years 1889-1898. Edited by E. J. Brooksmith, B.A., LL.M. Price 6s.—*The Steam Engine and Gas and Oil Engines*. By John Perry, D.Sc., F.R.S. Price 7s. 6d. net.—*The Elements of Practical Astronomy*. By W. W. Campbell. Second Edition. Revised and Enlarged. Price 8s. 6d. net.—*Word Building: Transcription and Composition*. By Robert S. Wood. Vol. I, Parts I. and IV. Price 1s. Parts V., VI., and VII. Price 2s.—*Goehe's Hermann and Dorothea*. With Introduction and Notes by James Taft Hatfield. Price 3s. 6d.—*M. Tulli Ciceronis Pro A. Cuentio Oratio*. Edited, with Introduction and Notes by W. Peterson, M.A. Price 3s. 6d.—*The Elements of Euclid for the Use of Schools and Colleges*. By I. Todhunter, D.Sc. New Edition, Revised and Enlarged by S. L. Loney, M.A. Price 4s. 6d.—*The Bible for Home Reading*. Edited by C. G. Montefiore. Second Part. Price 5s. 6d. net.—*Précis de l'Histoire de France*. Par Alcée Fortier. Price 4s.—*Richard Carvel*. By Winston Churchill. With Illustrations by Carlton T. Chapman and Malcolm Fraser. Price 6s.
- E. MARLBOROUGH & CO.—*Italian Self-Taught*. By C. A. Thimm, F.R.G.S. Price 1s.
- METHUEN & CO.—*A Greek Anthology*. By E. C. Marchant. Price 3s. 6d.
- THOMAS MURBY.—*Analysis of English History*. By W. C. Pearce and Dr. S. Hague, LL.B. Revised by W. F. Baugust. Ninety-third Edition. Revised and Enlarged.
- RIVINGTONS.—*The Book of Judges*. With Introduction, Notes, and Map. Edited by the Rev. H. F. Stewart, M.A. Price 1s. 6d.
- SIMPKIN, MARSHALL, & CO.—*French Vocabulary for Repetition*. By Victor Spiers, B. & L., M.A. Price 1s. 6d.—*Practical French Primer*. By Victor Spiers, B. & L., M.A. Price 2s.
- UNIVERSITY CORRESPONDENCE COLLEGE PRESS.—*Euripides: Hecuba*. Edited by T. T. Jeffery, M.A. Price 3s. 6d.—*Cæsar: Gallic War, Book IV*. Edited by A. H. Allcroft, M.A., and T. R. Mills, M.A. Price 1s. 6d.

CALENDAR FOR JULY.

[Items for next month's Calendar are invited. Matter should reach the office, 3 Broadway, Ludgate Hill, London, E.C., by the 22nd inst.]

- 1.—College of Preceptors Certificate Exam.
- 1-4.—International Congress of Women (continued). Secretary, Miss T. F. Wilson, 9 Members' Mansions, 36 Victoria Street, S.W.
- 4-7.—College of Preceptors. Teachers' Diploma Exam.
- 7.—13 York Place, W. Froebel Candidates' Evening (7 to 10).
- 10-15.—Photographic Convention at Gloucester.
- 10-15.—London Chamber of Commerce Examinations (postponed to these days).
- 15.—Post Translations for *Journal of Education* Competition.
- 18.—Southwark Educational Council, 7.30 p.m. Meeting at Borough Road Polytechnic.
- 22.—Post School News, items for this Calendar, &c., and all Advertisements for August issue of the *Journal of Education*.
- 26 (first post).—Latest time for receiving urgent prepaid school and teachers' advertisements for the August issue of the *Journal of Education*.

SUMMER MEETINGS.

- July 22-29.—Co-operative Holidays Association Summer Meeting in connexion with National Home-Reading Union at Whitby. Apply Secretary, The Abbey House, Whitby.
- July 29-August 23.—Ninth Meeting of University Extension Students at Oxford. Apply Secretary, University Extension Delegacy, Oxford.

MODERN LANGUAGE HOLIDAY COURSES, 1899.

- July 1-29.—Paris. (Second Course, August 1-31.) Apply Monsieur le Secrétaire, l'Alliance Française, rue de Grenelle 45, Paris.
- July 3-21.—Kiel. Apply Rektor Peters, Waisenhofstrasse, Kiel.
- July 10-28.—Greifswald. Apply Ferienkurse, Greifswald.
- July 18-August 30.—Geneva. Apply Monsieur Bernard Bouvier, Bourg-de-Four 10, Geneva.
- July 17-August 26.—Lausanne. Apply Monsieur J. Bonnard, Avenue Davel 4, Lausanne.
- July 10-August 5.—Neuchâtel. (Second Course, August 7 to September 2.) Apply Monsieur P. Dessoulavy, Académie de Neuchâtel.
- July 17-29.—Marburg. (Second Course, August 2-15.) Apply W. G. Lipscomb, Esq., University College School, Gower Street, London.
- Aug. 1-26.—Edinburgh School of Modern Languages. Apply Secretary, Outlook Tower, Castle Hill, Edinburgh.
- Aug. 2-29.—Lisieux. Apply Secretary, Teachers' Guild, 74 Gower Street, London.
- Aug. 2-23.—Jena. Apply Herrn Hugo Weinmann, Spitzweidenweg 4, Jena.
- Aug. 3-23.—Tours. Apply Secretary, Teachers' Guild.
- Aug. 7-19.—Bonn. (Ladies only.) Apply Fräulein J. Gottschalk, Hofgartenstrasse 7, Bonn.
- July 31-Aug. 19.—Caen. Apply Mr. Walter Robins, 9 Northbrook Road, Lee, London, S.E.

MANUAL INSTRUCTION HOLIDAY COURSES.

- Leipzig, June 26-July 29; July 31-Sept. 1; Sept. 4-Oct. 7. Apply Dr. A. Pabst, Leipzig.
- Scarborough, July 31-August 26.—Apply to Mr. A. W. Holmes, Oakleigh Road, Clayton, Bradford.
- Ambleside, August (during month). Apply Mr. W. Armitage, Manual Training School, Carver Street, Sheffield.

Programmes of most of these courses can be seen at the Education Department Library, Cannon Row, Whitehall, S.W., where a Table of Holiday Courses, prepared by Mr. Fabian Ware for the Special Inquiries Branch of the Education Department, can be obtained.

Information as to lodgings for students at Lisieux and Tours (Teachers' Guild Courses) will be found in the Handbook of the Courses, 6½d. post free from the Teachers' Guild, 74 Gower Street, London, W.C.

A large choice of addresses in Paris, and several in other Holiday Course centres, will be found in "Holiday Resorts for 1899," 1s. 1d. post free from same address.

The August issue of the *Journal of Education* will be published on Monday, July 31.

ANNUAL MEETING OF THE ART FOR SCHOOLS ASSOCIATION.

AT the annual meeting of the Art for Schools Association, on June 9, Mr. T. C. Horsfall, who presided, spoke, with much feeling, of the condition of the immense urban districts, entirely populated by artisans and members of the lower middle classes, who, by the present conditions of civilization, are completely cut off, not only from artificial means of culture and the influence of the more refined classes, but from country sights and sounds. He said it was difficult to realize, unless one lived or worked among them, how many of these people had never seen the sea and knew nothing of the commonest wild flowers of English fields and hedgerows. He urged the importance of relieving the dullness of their lives by bringing art home to them, and especially such forms of art as illustrate the life of Nature. He also recommended the teaching of design to children in schools, and showed some excellent specimens of designs executed in brush work by quite young boys in the Alma Street Board School at Bermondsey. Mr. Seth Coward, the Headmaster of the Alma Street School, speaking later, gave further information on the subject of the teaching of design. A feature of great interest at the meeting was a proof print of a very large woodcut, after a design by Mr. William Strang, of a ploughing scene. Lord Carlisle, who moved the adoption of the report for 1898, congratulated the Association warmly on the production of this work. He confessed to having wished ever since the work of the Association began that it could do more to familiarize children in elementary schools with pictures giving an artistic treatment of everyday scenes, so as to open their eyes to the beauty that lies in familiar things. He was delighted to see that the Association had made so marked a new departure in this direction, and suggested that a change should be made in the definition of the second class of subject the Association pledges itself to produce every year. He thought they would be more free to enlarge the scope of their work if to the words "studies of natural objects" they added other words, such as "out-of-door subjects and everyday scenes." The suggestion was endorsed by Miss Mary Christie, and it has been embodied in the new Report.

SAMUEL OLIVER ROBERTS.

WE have to record the sudden death of an assistant-master who died in harness, one of the rank and file who bear the burden of the day, though they are rarely mentioned in despatches.

Mr. Roberts, the son of a distinguished mathematician, was educated at home and at private schools. In 1878 he gained a foundation scholarship at St. John's College, Cambridge. In 1882 he graduated as seventh Wrangler. After his degree he studied for a time in the Cavendish Physical Laboratory, and in 1884 was appointed head mathematical master in the Royal Grammar School, Newcastle-on-Tyne. Thence he passed, in 1888, to Merchant Taylors' School as second mathematical master and sixth form master on the modern side, which posts he held till his death. He was an active member of the Physical Society, and of the London Mathematical Society, and an examiner for the Science and Art Department. But it was as a teacher that he was pre-eminent. He possessed in a high degree the two cardinal virtues of patience and clearness, and he threw himself heart and soul into his work. Scholarships are but a crude and imperfect test of success, yet it may be recorded that the mathematical and science scholarships gained by Merchant Taylors' during his decade were threefold those of the preceding decade. As was mentioned in our last number, he was one of the seven select candidates for the headmastership of the Cowper Street Schools, and it was only on the eve of the election that he was compelled by illness to withdraw his candidature. But it was not only as a teacher that he impressed himself on his pupils; he was their friend and companion, superintending their cricket, though himself no athlete; playing chess with them, though he could give the champion player a castle. And so in daily life and converse they saw, one and all, both masters and pupils, an exemplar of absolute devotion to duty, perfect simplicity and sincerity, of plain living and high thinking.

MARBURG HOLIDAY COURSES.—The Holiday Courses at Marburg (for German, French, and English) will be held this year from July 17 to August 15. For the convenience of those who are unable to attend during the whole time, the Course will be divided into two halves, July 17-29 and August 2-15, and the lectures in the second part will be independent of those in the first part. There may also be a further course, provided a sufficient number of students desire it, covering the latter half of August. Among the lecturers will be Prof. W. Vietor, Dr. Finck, Monsieur Paul Passy, Mr. W. Tilley, Prof. C. H. Herford, Prof. G. C. Moore Smith, and Dr. H. Frank Heath. Further information and full prospectuses can be obtained from the Hon. Secretary (Dr. Finck, Frankfurterstrasse 20, Marburg-in-Hessen); from Oscar Ehrhardt, Universitätsbuchhandlung, Marburg-in-Hessen; or from the Hon. Secretary of the Modern Language Association, University College School, Gower Street, London, W.C.

JOTTINGS.

THIS month there will be opened the "Sesame House for Home Life Training," under the administration of the Sesame Club. It will follow closely the lines of the well known Pestalozzi-Froebel House at Berlin. The care of children will be made the central point of the training, and a free kindergarten run in connexion with the House will give the materials to work on. "The little child will be set in the midst, and round him, in the house, in the kitchen, and in the child-garden, will the training and development of the students be built up." Particulars may be obtained on application to the Hon. Secretary, Sesame Club, 29 Dover Street, W. This new experiment deserves to succeed, and succeed it will.

THE Secretary of the Cambridge Teachers' Training Syndicate writes to us complaining that in our last month's Calendar the date of the examination was given as the 20th and 21st, instead of the 26th and 27th, and that the mistake has caused him a great deal of correspondence, and may lead to disastrous results. We regret the error, which was copied from the "School Calendar"; but it may serve to remind public officials that it is to their interest no less than ours to accede to our request, and furnish us with the dates of forthcoming engagements.

THE COUNTY SCHOOL, SUTTON.—The Governing Body (of which the Rev. T. W. Sharpe, C.B., is chairman) have elected as Headmaster Mr. E. H. Hensley, M.A. Cantab., at present Headmaster of St. Saviour's Grammar School, Southwark. Mr. Hensley was Bell Scholar, Scholar of St. John's College, and twelfth Wrangler.

THE Lords of the Committee of Council on Education in Scotland have promoted Mr. J. M. Wilson, sub-inspector of the Second Class, to be sub-inspector of the First Class. Messrs. Hugh Gunn, M.A. Edinburgh University, and James Hunter Craig, M.A. Glasgow University, have been appointed sub-inspectors of the Second Class in place of Mr. William Pennycook, resigned, and Mr. J. M. Wilson.

READERS who appreciate the excellences of the Froebel system will be interested to hear that a very original and attractive kindergarten demonstration will be given in the Portman Rooms, Baker Street, on July 7, from 7 to 10.30, when the students of some half-dozen training schools will play simple kindergarten games and otherwise demonstrate the system. Representatives are expected from the Child-Study Society, Parents' National Education Society, the Sesame Club, the Pestalozzi Society, &c. A limited number of shilling tickets will be issued for persons interested in kindergarten doings. Further information may be had from the Principal of the Camden House Training School for Kindergarten Teachers, 13 York Place, W., and from the Secretary of the Froebel Society, 4 Bloomsbury Square, W.C.

CAMBRIDGE HIGHER LOCAL EXAMINATION.—855 candidates have entered for the Cambridge Higher Local Examination, which began, on June 19, at twenty-four centres. In 1898, the number of candidates was 879. The new regulations, which contain the announcement of set subjects in the various groups for December, 1900, and June, 1901, as well as for December, 1899, and June, 1900, can now be obtained from the local secretaries, or from Dr. Keynes, Syndicate Buildings, Cambridge. Important changes have been introduced in the regulations for French, German, and Italian. In June, 1900, an oral examination in the first two of the languages will be held for the first time.

THE annual meeting of the Southwark Educational Council will be held at the Borough Road Polytechnic, on Tuesday, July 18, at 7.30 p.m. Agenda:—Annual report and general business; debate on "Right Use of Halls and Playgrounds."

HERE is a nut for our *Pedologist* friends to crack. In a recent elementary examination the following sentence had to be translated into English:—"Le garçon, que tu as vu, jette des pierres." This was one answer: "The boy who has seen you * threw some pears." This is the reply *verbatim*. Now, what information did the candidate intend to give the examiner in his footnote?

IN a recent Government examination, pupil-teachers, at the end of their second year, were asked: "What means can be used to prevent the danger of copying during a dictation lesson?" It would be interesting to know what answer was expected, and whether any mechanical tip is taught to budding teachers. The only answer we can conceive would be that each child must be made to feel that the teacher's eye is on him or her, and that prompt detection follows copying.

* "Threw can be contracted into *sent*."

THE new buildings at King's College, Wimbledon, are to be opened by the Duke of Cambridge on July 6. The buildings are on Wimbledon Common, an ideal position for a London day-school.

OWENS College, Manchester, has decided to appoint a Professor of Pedagogics at an initial salary of £400 as a minimum.

THE authorities of Berne are organizing an educational exhibition in their city, and are anxious for exhibits dealing with physical training and games in English schools. Further information can be had from the Director, Schweizerische Permanente Schulausstellung, Bern.

THE Conference on Religious Education in Secondary Schools met again under the presidency of the Archbishop of Canterbury. The following resolutions were passed, and a committee appointed to carry them out :—“(1) The object of the formation of this committee is to further the religious education of the children of the Church of England in the secondary schools of the diocese, and to assist those principals who desire it in testing the religious knowledge of such children (either orally or by written paper), especially in those subjects which are not covered by existing boards of examiners. (2) The committee recommend that provision be made for definite and systematic instruction in the Catechism, doctrines and history of the Church, due regard being paid to the circumstances of those who are not members of the Church of England.”

AT a meeting of the Council of Cheltenham College, held on Saturday, the Rev. R. Waterfield, M.A., assistant-master at Rugby School, was elected Principal of Cheltenham College, on the resignation of the Rev. R. S. de C. Laffan. Mr. Waterfield was formerly scholar of Winchester College, and also of New College, Oxford. He obtained a First Class in Classical Moderations in 1888, and a First Class in the Final Classical School in 1890. From 1892 to 1893 he was tutor to Prince Arthur of Connaught, and since the latter year has been an assistant-master at Rugby School.

ON the eve of going to press we have received the report of the Special Committee of the University of London Senate appointed to confer with representatives of the Treasury and of the Imperial Institute on the proposed removal of the University to the buildings of the Institute at South Kensington. We congratulate Lord Kimberley, Sir H. Roscoe, and Sir Joshua Fitch on having made the best bargain possible. The University will be the tenants of the Crown, they will have the lion's share of the buildings, the expenses of removal and alterations will be borne by the Treasury, and the University will be entitled to a first claim on any vacant ground which they may hereafter require for extension.

THERE was held on the 28th ult., at the College of Preceptors, a Conference between the Joint Committee for the Training of Teachers and representatives of the County Councils for London, Middlesex, Surrey, Essex, and Herts. The Rev. T. W. Sharpe was voted into the chair. The spokesmen for the Joint Committee were: the Rev. R. D. Swallow, Mr. Bell, of Marlborough, and Dr. Rendall. A Consultative Committee was appointed to consider and draft, if possible, a practicable scheme.

RESURGAM.—We are informed that *Education* is not dead, but sleepeth, and will be shortly resuscitated under the auspices of the Drapers' Company.

THE Conference of Headmistresses, which met at Cheltenham on June 9 and 10, occupied itself mainly with the Board of Education Bill. The main amendments carried were—(1) The assignation of a due proportion of seats on the Consultative Committee to women; (2) That the inspection of schools should not include examinations and should be gratuitous; (3) That the constitution of the Consultative Committee should be defined and should follow the lines of the Council proposed under the Registration Bill of 1898; (4) That this Committee should be charged with the maintenance as well as with the formation of the register. Miss Day, of the Grey Coat School, Westminster, was chosen President of the Association in succession to Miss Jones, of the Notting Hill High School.

THE International Congress of Women is in full swing. Many papers are announced of special interest to teachers, and the list of speakers is a weighty one. Next month we hope to give some account of the speeches. The Congress continues until July 4. Westminster Town Hall is the headquarters, where programmes can be obtained.

THE London School Board rate is raised one penny, being now 12'06d. in the pound. An extra halfpenny is threatened for the follow-

ing year. This does not seem excessive for the richest city in the kingdom. It is by no means a “record.”

AT a Junior *viva voce* examination in the Old Testament, the question was asked: “What moral may we draw from the story of Samson and Delilah?” A precocious infant at the bottom of the class made answer: “Cherchez la femme.”

UNIVERSITIES AND SCHOOLS.

OXFORD.

The chief subject of discussion during the last fortnight has been the question of the honorary degree which was, on June 21, conferred upon Mr. Rhodes. The accounts have been so various, and so many of them have been, to say the least, misleading, that it may be worth while very briefly to state the facts. The honorary degrees are first discussed and provisionally settled by the Hebdomadal Council, and then submitted for approval to Convocation. The latter process, however, is necessarily a pure formality, as the Convocation is held in the theatre at the time of the conferring of the degrees. The names selected may excite more or less interest according to the extent to which they are generally known; but it is manifest that the Council would never dream of nominating any one whose name would be widely objected to. To invite a distinguished person to come up to Oxford to receive a degree *honoris causa*, if there was the least chance of the degree being refused, would be an outrage. The assent of Convocation is no more doubtful than the assent of the Queen to a statute passed by both Houses.

The trouble would not have arisen but for a custom of the University, in itself natural, courteous, and convenient, as to which no difficulty has hitherto been ever felt or even imagined. The custom is that the selected persons, if unable, for any cause, to receive the degree on the day contemplated, are expressly told that they may come up to receive it on any other day when a Convocation is held; provided, of course, due notice be given.

In this case, Mr. Rhodes was selected for the honorary degree in 1892, was unable to be present at the Encenia, and was informed that he could receive it at any later time that was convenient to him. Mr. Rhodes was in England, and intended to remain till after June 21. It occurred to him, or was suggested to him, that he should visit Oxford and receive the long-deferred degree. In doing so he was only exercising the usual privilege as has been frequently done, and as he had been told he could do whenever convenient. There is no reason to suppose that he saw any difficulty.

But a difficulty there was. In the interval between 1892 and 1899 things had happened which made it certain that no one would have proposed Mr. Rhodes's name for an honorary degree in 1899; and, if proposed, the Council would have rejected it. The proceedings of Council are private; and, if some private things leak out, special care is taken, as is obviously desirable, that the names proposed, but not accepted, are not known beyond the Council. But it is well known, and could have been, indeed, confidently affirmed beforehand, that, though the Council could take no steps to prevent a promised degree from being given, they would never have to confer it if there had been no such agreed promise.

The result of this situation was what is known as the “protest,” signed by about a hundred of the residents. It has been referred to as a party document, and as an attempt to prevent the degree being conferred. It is neither. It contains names belonging to all parties; it expressly admits that the offer of the degree could not be withdrawn; and it only asks that the facts should be fully known, and that with that object the letter (regretting that Mr. Rhodes's name was included in the list of honorary degrees) should be published in the *Gazette*.

This latter request the Vice-Chancellor refused, on the ground (for which much is to be said) that it would have the character, if so published, of an official statement. For, though the *Gazette* contains unofficial notices, the latter are mostly of a purely business or educational kind. The point is not quite clear, and might be contested; but, as the “protest” has appeared in all the papers, it is of no importance.

The whole incident affords another illustration of the common experience that the possible mischief latent in rules that usually work well is not observed till a case arises. Nobody doubts that the rule allowing an honorary degree once voted to be conferred at any subsequent time is a bad one, and will be altered.

Meanwhile the degree was given, and with the sort of people who go to the Encenia was extremely popular. The University did what it had promised; and, as the “protest” was published, the circumstances under which “Dr. Rhodes” received his title may be well known to all who will take the trouble to read a document carefully. The newspapers show that there are some who have not acquired this useful habit.

CAMBRIDGE.

The event of the month has been the successful celebration of the jubilee of Sir G. G. Stokes. Favoured by perfect weather and an affluence of distinguished guests, the festivities were brilliant and worthy of the occasion. Prof. Cornu's lecture, delivered in French, was perfect in its lucidity and grace; and, when he revealed the well-kept secret of his mission by presenting to Sir George the Arago Medal of the French Academy, it was felt that the supreme touch had been given to the ceremony from the international side. Lord Kelvin, for British science, voiced the grateful veneration with which the Lucasian Professor is regarded by all who have come under his personal influence; he is, in the happy phrase of Prof. Lodge, the Master of our masters in physical science. The Chancellor delivered the commemorative gold medal, which had been specially struck for the jubilee, "in perpetuum observantiae nostrae et reverentiae testimonium," and himself conferred the doctorate on the foreign delegates. The dinner at Trinity, which closed the proceedings, was marked by the utmost cordiality, and by the revelation of the Master that Stokes might have been a Trinity man but for some pedantic objection of Dr. Wordsworth, whose thousand virtues scarcely atoned for this one crime. Sir George's assertion that he should have worked harder, but that, if he had, he might not have survived his jubilee, has not impaired his popularity with the undergraduates. As "A. W. V." sings in the *Review* :—

"Long be delayed
That hour when his rich silence shall be mute."

The Vice-Chancellor's Benefaction Fund, the outcome of the University Association, amounts now to over £51,000, and is "still growing." Dr. Hill's Vice-Chancellorship, noteworthy in many ways, will be remembered long for this good start towards the goal of re-endowment. Meanwhile, the University tax on college revenues for next year has risen to over £25,000.

The Agricultural Department has now been organized, so far as regulations and financial contributions go. The new Professor of Agriculture, who is to direct the whole, will be elected on July 14.

The University Lecturers in Russian and in Physical Anthropology are to be appointed at the beginning of October.

The University has decided to spend £125 in preparing a suitable display for these educational exhibitions to be held in London and Paris in 1900. The scheme includes printed descriptions of the work, methods, and aims of the University; statistics in diagrammatic form; examination papers and lecture lists; photographs of buildings, &c.; and instruments and apparatus used in connexion with scientific teaching.

The Mathematical Tripos has excited much interest from the fact that there are two Senior Wranglers this year. One, Mr. Birtwistle, of Pembroke, has climbed the educational ladder from an elementary school at Burnley; the other, Mr. Paranjpye, of St. John's, is a Mahratia Brahmin, educated by native teachers at the Fergusson College, Poona. Among the Wranglers are several colonial students, who have won high places. The "imperial idea" is vindicated by these successes, and the "open door" by the large proportion of non-conformists at the top of the list. There are two lady Wranglers, but they are in the lower half of the forty who get first-class Honours. The Senior and second Wranglers of last year have the first class (first division) of Part II. to themselves. Miss Cave-Browne-Cave, of Girton, comes in the third division.

In the Classical Tripos, Jesus, Pembroke, and Emmanuel contribute the first division of the first class. Miss McCutcheon, of Girton, is in the third division. Miss Hicks, also of Girton, obtains a first class in Part II.

The honorary degree of Litt.D. has been conferred on Mr. H. H. Furness, of Philadelphia, the learned editor of the "Variorum Shakespeare"; and the complete degree of M.A. on Mr. Aldridge, Teacher of Burmese, and on Mr. Wyatt, Teacher of Tamil, under the Indian Civil Service Board.

The Gibson Prize at Girton College has been awarded to Miss C. A. J. Skeel for her essay on "The Conditions of Travel and Communication, especially in Asia Minor, in the First Century A.D."

Mr. Chawner, Master of Emmanuel, has been elected Vice-Chancellor for the ensuing academic year; and our Professor of Physiology is now Sir Michael Foster, K.C.B. Dr. Moule is succeeded, as Principal of Ridley Hall, by the Rev. T. W. Drury, of the Church Missionary Society's Training College at Islington, and formerly of King William's College, Isle of Man. The new theological college of the Presbyterian Church, which is to be known as Westminster College, is nearing completion, and will be formally opened in October. The Principal, Dr. Oswald Dykes, is already in residence; and it is understood that all the students' rooms in the college are taken, the entry being unexpectedly large.

The following appointments and elections have been announced :—Dr. Isambard Owen, Mr. J. M. Angus, and Mr. R. D. Roberts to be Governors of University College, Aberystwyth; Viscount Cobham to be Governor of Sir Roger Cholmeley's School, Highgate; Dr. R. N. Goodman to be Governor of the Kingston-on-Thames Endowed

Schools; Mr. A. W. W. Dale to be Secretary of the General Board of Studies; Mr. L. Whibley to be University Lecturer in Ancient History; Prof. Bevan, Mr. C. Bendall, Mr. E. G. Browne, and Mr. F. C. Burkitt to be representatives of the University at the International Congress of Orientalists in Rome next October; Mr. Walter Long, Mr. Shipley, Dr. D. MacAlister, Prof. Liveing, Sir Henry Gilbert, Sir Michael Foster, Prof. Marshall Ward, and Sir Walter Gilbey to be Electors to the Chair of Agriculture; Mr. J. W. Clark to be Sanders Reader in Bibliography; Mr. H. M. Macdonald to be University Lecturer in Mathematics; Mr. A. E. Shipley to be University Lecturer in Invertebrate Morphology; Mr. J. Larmor, St. John's, and Mr. G. T. Walker, Trinity, to be Adams Prizemen; Mr. W. H. Austin and Mr. G. W. Walker, Trinity, to be Smith's Prizemen; Mr. R. V. Laurence to be Allen Research Student; the Rev. H. C. Beeching to be Clark Lecturer in English Literature; Mr. A. F. Topham to be Chancellor's Medallist in Law; Mr. A. L. Hall to be Harkness Student in Geology; the Rev. G. W. Blinkin to be a Fellow of Corpus; Mr. G. T. Bennett and Mr. H. S. Carslaw to be Senior and Junior Fellows, respectively, of Emmanuel; Mr. J. C. Lawson to be Craven Student; Mr. R. H. Yapp to be Frank Smart Student in Botany.

LONDON.

In accordance with the intimation expressed in the *Journal* of last month, the London University Commissioners did communicate the Draft Statute and Regulations, as expected, to the bodies interested; but, as this draft was sent in confidence, the fact was not generally known till some time later. On May 19 a copy was sent to the Clerk of Convocation of the University, in order that Convocation might have the opportunity of making any representations it might desire to offer. By the direction of the Chairman this communication was at once submitted to the Standing Committee, who appointed a sub-committee of eight members to consider the Draft Statute and Regulations, which relate mainly to the constitution of the University and to degrees and examinations.

The Standing Committee, having considered the report of the sub-committee, places sundry observations before Convocation; and at an extraordinary meeting, convened for Tuesday, June 27, will ask the House to concur in the representations which they propose should be made to the Commissioners. As some four thousand copies of this report have been sent to graduates up and down the country, there cannot well be any indiscretion in mentioning a few of the points alluded to. As the Commissioners stated, however, that their communication was not intended for the press, we will give no details, but content ourselves with remarking that the points referred to by the Committee of Convocation deal with the distribution of Senators among the different faculties both in the registered graduates and in the "Faculties" proper, or teachers of the University; honorary degrees; variation of degrees; limit of annual income of University; powers of External and Academic Councils; Convocation; examinations and other matters of no very great moment.

SCOTLAND.

Prof. Schäfer, of University College, London, has been appointed to the Chair of Physiology in Edinburgh University, vacant by the death of Prof. Rutherford.

Mr. J. Lewis McIntyre, a graduate of Edinburgh and of Oxford, and at present Lecturer in Philosophy at Aberystwyth, succeeds Mr. Stout as Lecturer in Comparative Psychology at Aberdeen.

Glasgow University will have to find a new Professor of Greek this summer, and Edinburgh elects two Professors of History.

IRELAND.

The lamented death of Dr. Shaw on the 19th ult. removes a member of the members of the Governing Board of Trinity College. Dr. Shaw was in his seventy-eighth year, but to the day of his death retained his keen intellectual power and his interest in life. He had a distinguished college career, took his degree in 1844, and won his Fellowship by brilliant proficiency in both classics and mathematics in 1848. He was best known as a most able journalist, who possessed, with deep scholarship and fine taste, wide knowledge of the world, keen insight and common sense, and a rare gift of fine irony and caustic, but not unkindly, satire. He wrote first in the famous *Nation*; afterwards edited *Saunders' News Letter*, and wrote for the *Irish Times*. Since 1881 he has constantly contributed brilliant leaders to the *Evening Mail*, his last article appearing but a week before his death. Dr. Shaw was a Home Ruler of the old school of Isaac Butt, but he did not sympathize with the men and tactics of the later Parnell period, and gradually joined the opposing Conservative party which the *Mail* represented. He always lived in college, and was a well known personage in Dublin society, a constant attendant at the theatre, and a famous chess-player.

At the same time Dr. Ingram, the Vice-Provost, resigned both that post and his Senior Fellowship. Dr. Ingram, the author of the famous "Who fears to speak of '98?" also began life as a Nationalist; and,

became with time a Conservative. He is a man of great versatility, distinguished both in classical and modern literature, and most widely known as a political economist and a Comtist thinker. Thus, the famous seven who for so many years formed the T.C.D. Board have within the last few years been rapidly passing away. Haughton, Stubbs, Carson, and Shaw have died, and Dr. Ingram and Dr. Poole resigned. Their places are filled by men of more modern and liberal ideas—Dr. Grey, Dr. Abbott, Dr. Williamson, Prof. Mahaffy, and Dr. Traill. Changes that have long been demanded in Trinity College now have more prospect of being brought about. Of the older Senior Fellows only the Provost and Dr. Barlow survive.

On Trinity Monday the results of the Fellowship and Scholarship examination for 1899 were announced as usual. Mr. Lucius Gwynn is the new Fellow. He took Classics and Ethics and Logics as his subjects, winning 697 marks. Mr. Gwynn is the son of Dr. Gwynn, the Regius Professor of Divinity, all of whose sons are remarkably talented. Mr. Edward Gwynn is already a Fellow of T.C.D., Mr. Stephen Gwynn is the well known writer, and some of the younger sons are now passing through college with much distinction. The new Fellow is famous in athletics as a cricketer. Mr. Kennedy, another Classic, who until last year took a higher place than Mr. Gwynn, obtained the Madden Prize (£500) with 679½ marks. Three of the other four candidates obtained prizes of £60 or £50. Seventeen scholarships, for which there were forty-two candidates, were awarded. The first classical scholar, Mr. G. S. Murphy, is a son of Judge Murphy; and the first mathematical scholar, Mr. J. F. Graham, a son of the Headmaster of Middleton School. In the evening, the Senior Fellows, as usual, gave a dinner. There were 160 guests, including the new Fellow and scholars. To it each year are invited all the surviving scholars of the same date at distances of ten years. This year the scholars of the "nines" were invited, the earliest being Dr. Wallace, a scholar of 1849. One scholar of 1839 is still living, Vice-Chancellor Chatterton, but he was unable to attend from illness in his family. At the dinner, though the guests were distinguished men, there was little speaking, but excellent music. The guests previously attended a short service in the College Chapel, where a discourse on some former eminent son of Trinity College is delivered. This year it was on Archbishop King, and given by Mr. Jackson Lawlor, Professor of Ecclesiastical History.

Among the signs of a new and more liberal and patriotic spirit among the younger men in Trinity College is the first appearance last week of a polyglot magazine, which it is proposed to bring out six times a year. It chiefly consists of contributions in Irish of a humorous character, in which Dr. Mahaffy and Prof. Atkinson do not escape ridicule. As elucidation, notes in French are appended, and there are papers also in other languages, as a poem on a lady bicyclist in Spanish, and an essay in German. Some Irish sizzars appear to be the chief promoters of this welcome sign of national feeling, originality, and wit. The word "Duthie" and the date are the sole traces of English that it contains.

Dr. Emerson Reynolds, the Professor of Chemistry, T.C.D., has been this term delivering a course of lectures in the college on high temperature phenomena of great interest. They contain some new discoveries, and the results of research work in electricity, of the highest importance for practical industry. Dr. Reynolds showed that with the aid of the electrical furnace electrical energy can be produced much more cheaply than from coal, and that the bogs and vast water-power of Ireland can be utilized for the carrying on of industries requiring electrical power in a way that would enormously develop the wealth of the country.

Among other recent original work from Trinity College, we have the completion of the magnificent edition of Cicero's Correspondence, by Profs. Tyrrell and L. C. Purser, the continuance of Prof. Mahaffy's great work on Egypt, the new volumes of which are especially interesting, and a forthcoming study of Hamlet by Prof. Dowden.

The Catholic bishops, at a conference held last week at Maynooth, adopted a resolution on the subject of a Catholic University of a peculiarly useless, not to say damaging, kind. They reiterate in it their complaint of the injustice done to Irish Catholics in the matter of University education by the failure of the Government to take any definite steps towards founding a Catholic University, and end by a threat that, if justice be thus allowed to be stifled by the cries of bigotry, an agitation will be begun for the destruction of Trinity College. In the debate in Parliament on the question, on the 23rd ult., no allusion was made to this manifesto. Mr. Balfour again expressed his belief that a Catholic University should be granted, but that it was impossible till public opinion could be educated sufficiently to take his views, and also until a practical scheme for such a University should be devised.

It is not mere high Protestant bigotry that retards the settlement of this question, as the bishops suppose. With the most earnest desire to give the best education to Catholics, the majority of thoughtful and educated people of every creed cannot shut their eyes to the fact that Universities so constituted have all over the world failed to give liberal, profound, and genuine education, and, consequently in most countries have been abandoned. Those who have personal acquaintance with teaching under such ecclesiastical direction cannot but agree with the views put forward recently in the *Contemporary Review*. Hence there is no enthusiasm even among those who would give their consent to it,

for the spending of £50,000 a year in a way which would probably do little to give real education to Irish Catholics. Again, the tactics of the bishops themselves, and their occasional inaction, are sufficient to retard a settlement. When, in January, 1897, they were asked to state what they would accept, they kept silence till July; and the whole Session was wasted. Last winter Mr. A. J. Balfour put forward a scheme. The bishops have never since welcomed or discussed that scheme. It was met with vehement disapproval from opponents and with silence from those whom it was intended to benefit. Nor have the bishops ever formulated a workable scheme of their own. General complaints each year at the end of the Session can effect little for the obtaining of a measure which nothing but the democratic view, that what the majority strongly desire should be granted, would cause any Government to undertake.

In the Royal University, two movements to form a Graduates' and Undergraduates' Union have been started in reference to this question. In the north, the Protestant Association has for its objects the prevention of the establishment of a sectarian University, an increase of endowment for the Queen's Colleges, and the taking from the Catholics of some of the Fellowships they possess. It is needless to say the two later proposals will have no success. The Catholic Association, on the other hand, aims at obtaining a teaching University instead of the Royal; and, failing that, at improving the position of the Catholics in R.U.I.

The annual examinations of the Royal University have been proceeding during the month of June. The matriculation entries are a record—nearly eight hundred.

The Intermediate Examinations began on June 12. The candidates entering for examination this year are thirteen hundred fewer than those in 1888. This is owing to the raising of the age at which children can go in for the Preparatory Grade by a year.

The Connaught Managers of Primary Schools have joined those of Ulster in announcing that they will appoint no teachers who belong to the Teachers' Organization, or who will not give a guarantee that they will not join it. Mr. Balfour, when questioned in the House, replied, with official ignorance, that the Commissioners had received no communication on the subject, and that he himself knew nothing about it. The Teachers' Organization, notwithstanding their present attitude of submission to the Church, have protested against this tyranny. It remains to be seen whether they will have sufficient courage to resist being deprived of the rights of combination which all workers possess, or whether the National Board will protect them in those rights against the Church.

SCHOOLS.

ADDEY AND STANHOPE SCHOOL, CHURCH STREET, DEPTFORD.—Competition on July 7 for four Stanhope Scholarships, value £30, and free education for three years. Open to children of parents living in Deptford, Brockley, Hatcham, and New Cross. Additions will probably be made in September, of which due notice will be given. July 26, School Sports at the Grounds of the Goldsmiths' Institute. New school opens in September next.

ARCHBISHOP HOLGATE'S GRAMMAR SCHOOL, YORK.—An Ackroyd Scholarship for Science, of the annual value of £40, for two years, tenable at the Yorkshire College, Leeds, has been awarded to H. L. White, Archbishop Holgate's Grammar School, York.

BERWICK-UPON-TWEED GRAMMAR SCHOOL.—A new wing, consisting of Lecture Room, Library, and Laboratory, was opened at the beginning of the current term. The total cost was £1,000, one-third of which was defrayed by the Northumberland County Council.

BROMLEY HIGH SCHOOL.—The names of two former students appear in the Tripos lists. In the Modern Language Tripos, Alice Hentsch (Girton) gained a First Class, and was distinguished in pronunciation of modern French and German. This was after only two years' residence at Girton. In the Mathematical Tripos, Margaret Medwin (Girton) was placed among the Junior Optimes, equal to 76.

BRONDESBURY AND KILBURN HIGH SCHOOL.—The annual School Day of the Brondesbury and Kilburn High School for Girls will take place on Tuesday, July 4, 1899, when H.R.H. Princess Louise, Marchioness of Lorne, President of the Teachers' Training and Registration Society, has graciously promised to be present. This gathering of pupils, past and present, with their friends, and the members of the Society, by whom the school was started, will this year be specially interesting in consequence of the recent action of the Middlesex County Council in granting the school an annual subsidy, so that the pupils' fees may be substantially reduced without lowering the high standard of education hitherto maintained in the school.

BURY GRAMMAR SCHOOL (LANCS.).—Entrance Scholarship at Victoria University: Rogers Scholarship, £40 for two years in Classics: W. Douglas. Old Boys: F. Fletcher, Foundation Scholarship at St. John's, Cambridge; J. Coates, Classical Exhibition, £30, at Peterhouse, Cambridge.

BURY GRAMMAR SCHOOL.—H. Jackson has been elected a Fellow of Downing College. J. Coates has obtained an open classical scholarship at Peterhouse, Cambridge. A new scheme has been sanctioned by the Charity Commission and by the Education Department, and may be expected to be in force by September. The Hulme Trust,

Manchester, gives £18,000 and £1,250 per annum for a boys' and girls' school.

CATHEDRAL SCHOOL, CHRIST CHURCH, OXFORD.—Two musica Scholarships have been awarded to R. Faulks and Claude Williams. The Dean has sanctioned the appointment of these as probationers in the Choir.

CHELTEMHAM, DEAN CLOSE SCHOOL.—C. H. Hardingham, eighteenth Wrangler; R. E. Paterson, third Engineer Studentship. The new buildings, comprising new dining-hall, new dormitories, new sanatorium, are now finished.

CHELTEMHAM LADIES' COLLEGE.—Société des Professeurs de Français en Angleterre: Concours, Anna Wright, prize; Nora Bencke, second in order, mention honorable. University of Cambridge: Moral Science Tripos, Part II., Class II., May Meade (Newnham Coll.); Mathematical Tripos, Part II., Class II., Division II., E. Ruth Gwatkin (Newnham Coll.). Natural Science Tripos: Part I., G. Sully, Class III. (Girton Coll.); Historical Tripos, Part I., A. E. Murray, Class I. (Girton Coll.)—former pupils of Cheltenham Ladies' Coll.

CRANLEIGH SCHOOL.—J. F. Spink has gained a school scholarship. P. C. A. Slade, Exhibition (Math.), Magdalene College, Cambridge; A. F. Izard, Second Class Science Tripos, Cambridge; H. W. Turner, silver medal, sabre competition at Aldershot (Public Schools' meeting).

CROYDON HIGH SCHOOL.—The following successes have been gained in the Cambridge Mathematical Tripos this year:—Lucy Ashcroft, Wrangler, bracketed with 36; Minnie Braginton, Senior Optime, bracketed with 60.

DR. WILLIAMS' ENDOWED HIGH SCHOOL, DOLGELLEY.—In commemoration of the twenty-first anniversary of the opening of this school, a reunion of former pupils will be held on July 25 and 26. The proceedings will include a public educational meeting, an Old Girls' "at home," a concert by Old Girls, and a tennis tournament between past and present pupils for prizes offered by the governors.

EAST LONDON TECHNICAL COLLEGE, PEOPLE'S PALACE, E.—Four Honours passes have been gained in Science and Art Department's geometry examination, April, 1899. F. S. Moore has gained a natural science scholarship at Merton College, C. Everitt one at Magdalen College, and A. M. Peake one at Christ Church, each of £80 for five years.

EASTBOURNE COLLEGE.—R. L. Megarry has gained a Scholarship at Trinity Hall, Cambridge, as result of first place in Inter-Collegiate Law Examination. At the late Militia Literary Examination, A. G. Taylor obtained 500 marks in drawing (pen-and-ink, model, perspective, and light and shade), being the maximum allowed for the subject. F. N. Dent and H. S. Poyntz were successful in the last Militia Literary Examination, and have received their commissions. W. Dundas Wright has passed two examinations in the Medical Course at Edinburgh University. E. C. Arnold, M.A., late Scholar of Emmanuel College, Cambridge, joined the staff this term. Mr. Arnold took a First Class in Classical Tripos, and has since been a master at Merchant Taylors'. Eastbourne College Cadet Corps will provide a Guard of Honour for Field-Marshal H.R.H. the Prince of Wales on July 17, on the occasion of H.R.H.'s visit to Eastbourne.

EXETER SCHOOL.—C. H. Blakiston, Scholar of Christ Church, First Class, Classical Moderations; R. W. Seward, Exhibitioner of King's College, Cambridge, First Class, Historical Tripos; V. S. Bryant, Scholar of Downing College, Cambridge, Second Class, First Part, Natural Science Tripos. H. Martyn, of Exeter College, Oxford, who has been keeping wicket for the University Eleven with conspicuous success, has received his "blue." The School Shooting Eight have won the challenge shield for schools with cadet corps in the county of Devon.

FARNWORTH GRAMMAR SCHOOL, WIDNES.—Douglas Hunter (brother to E. L. Hunter, the present holder) has gained the Gossage Scholarship at University College, Liverpool. This scholarship is worth about £65 per annum, and tenable for three years. To fill the vacancy caused by the death of the late Headmaster, the Governors, at their meeting, unanimously elected Mr. A. L. Duncan, of University College, Durham, and late of St. Alban's Hall, Oxford. The fund for the benefit of the widow and orphans of the late Headmaster is growing apace. Thanks to the munificent gift of £100 by H. S. Timmis, Esq., J.P. (one of the Governors), the amount collected reaches nearly £300 already.

GOWERTON COUNTY SCHOOL, GLAMORGAN.—J. Gelly, Form Prize, Form V., Senior Mathematical Prize, Senior French Prize, Senior Chemistry Prize; W. G. Tonner, Senior English Prize, Senior Latin Prize; J. Gelly, Mrs. M. B. Williams Scholarship; Mary A. Jones, Mrs. Picton Turbervill's Scholarship. Mr. F. T. Stock, B.A., has superseded Mr. H. B. Woodall as Science Master. Mr. J. W. Davies has been appointed Junior Master. The Chemical Laboratory has been fitted up with 24 benches and is in daily use. The room for Manual Instruction has been fitted with 18 benches, and Manual Instruction has been started this term.

HIGHGATE SCHOOL.—H. C. O. Lanchester, First Class, First Division, Classical Tripos, Cambridge. The new block of school-buildings, including 9 class-rooms, a dining-hall, drawing-school, &c.,

is now nearly completed, and will be opened by the Bishop of London on July 25.

HITCHIN BOYS' GRAMMAR SCHOOL.—An Examination will be held on July 1 and 8 for four Foundation Scholarships, giving exemption from Tuition Fees, which amount to £10. 10s. per annum. Over forty certificates were gained in various Public Examinations during 1898, viz.—Oxford Locals, South Kensington, Pitman's Shorthand; whilst one boy obtained a Boy-Clerkship in Civil Service direct from the School. The School is a centre for the Oxford Locals. In January, 1898, when the present Headmaster was appointed, there were 25 boys; this term there are 45 on the books. The Governors have built a Boarding-House, which is now ready for the reception of Boarders. Messrs. Seeborn and Ransom have each given £1,000 towards the cost. The School has grounds of nine acres and possesses a Carpenters' Shop and a Chemical Laboratory and Lecture Room completely equipped for Practical Chemistry.

HYMERS COLLEGE, HULL.—The Continuation and Entrance Scholarships Examination begins on July 4. The results of County Council scholarships and London University examinations are awaited with fear mingled with hope. W. A. Rudd, second Senior Optime; R. Brittain, Third Class History Tripos; E. G. Oliver, scholarship at Downing increased in value. Mr. E. Sharwood Smith leaves this term to take up his duties as Headmaster of Whitchurch Grammar School; and Mr. R. J. Castley goes to take a classical post at Galway Grammar School. A most enthusiastic branch meeting of the A.M.A. was held in the course of the past month at Hymers. The prevailing opinion among the members was that our future inspectors must have had at least five years' experience in secondary schools, to command respect.

IPSWICH SCHOOL.—J. Goodchild has been elected to a natural science scholarship at Clare College, Cambridge. This is the second science scholarship won by Ipswich this year, H. U. B. Banham having gained the first open scholarship at Emmanuel College in this subject. The only Ipswich name in the Honour Triposes so far is that of H. M. Biddell, third in Theology. A. C. Woolner took a second in Classical Moderations, but the other Oxford class lists are not yet out. Mr. Edward Rose, the well known dramatic author, who is an O.I., has generously offered an annual prize of £5 for an essay on some subject connected with history and political economy. The subject proposed this year is "The Rise and Fall of the Clothing and Woollen Industry in the Eastern Counties." Mr. W. Alexander has offered a prize for an English poem—subject, "The Wonders of the Deep Sea." The Old Boys' Match is fixed for Wednesday, July 26, and Speech Day for Thursday, July 27, when the Bishop of Ipswich will preside.

KING EDWARD'S SCHOOL, STOURBRIDGE.—The following new masters have just been appointed:—Mr. E. W. Edmunds, B.A., B.Sc., for science; Herr Löffler, B.A., for modern languages; and Mr. A. R. Tucker, as junior master. The new buildings are now completed, and they are being fitted up so as to be ready for use at the beginning of next term.

LANCING COLLEGE.—A. V. De Wade has carried off all the classical, and A. J. K. Esdaile all the English, prizes. The former has gained the senior open classical scholarship at Kelle College, and the latter at Magdalene College, Cambridge.

LATYMER UPPER SCHOOL, HAMMERSMITH.—Mr. R. Palmer, B.A. St. Catharine's College, Cambridge, has been appointed assistant-master in place of Mr. F. Cadley, B.A. London, resigned.

LIVERPOOL INSTITUTE GIRLS' SCHOOL.—In the last Cambridge Local Examinations, the following pupils were successful:—Seniors: First Class Honours—E. M. Blevin, distinguished in Religious Knowledge, Physiology, and Hygiene; Third Class Honours—G. D. Elias, distinguished in German; J. M. Dale, distinguished in Religious Knowledge; Pass—Dora Barr. Juniors: First Class Honours, Division I.—Ethel McClay, distinguished in Religious Knowledge; Third Class Honours—Barbara Scott; Pass—Blanche Johnstone. The prize offered by the Liverpool Ladies' Educational Association for the first Senior girl was awarded to E. M. Blevin; those offered by the Misses Waterhouse for Religious Knowledge to J. M. Dale and Ethel McClay. At the recent scholarship examinations of the Victoria University, free studentships at University College, Liverpool, were awarded to E. M. Blevin and G. D. Elias. Miss Wallace, who was kindergarten mistress for several years, left us a short time ago. Her place has been filled by Miss Ronald. The swimming club has again this year a large membership. We hope to hold a competition as usual in September, for which medals have been kindly offered by Mrs. Alfred Holt. The Annual Prize-giving is this year deferred until the Autumn Term.

MANCHESTER HIGH SCHOOL.—Jones Scholarship, value £70, for History at Owens College, by Dorothy Holme, in open competition. New Fives Court to be built (gift). New scholarship founded by Miss Lowndes in memory of her friend Miss McNichol. School magazine revived (vigorous and successful so far). Boarding-house in Victoria Park opened under Miss Shannon, B.A., a senior mistress.

NEWCASTLE, STAFFS., HIGH SCHOOL.—W. E. Smith has gained the French Prose prize. G. M. Bell, Trinity, sixth Wrangler; A. E. Greene, King's, sixteenth Wrangler; R. A. Chadwick, St. John's, twenty-sixth Wrangler; R. E. Robinson, First-class Science Tripos

(Continued on page 450.)

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(Part I.); J. R. L. Nicholls, Sizarship, Trinity, Cambridge. Speech Day on July 7; the Master of Trinity College, Cambridge, will be present.

NORTH LONDON COLLEGIATE SCHOOL FOR GIRLS.—The annual distribution of the prizes of the above school took place in the Clothworkers' Hall on Wednesday, June 21. The chair was taken at 2.15 by the Bishop of Bristol, and the prizes were distributed by Miss Emily Davies. Among those on the platform were Mrs. Bryant (the Headmistress), Miss Lawford (Headmistress of the Camden School), Miss Ridley, Miss J. Ridley, Mr. Latham (Chairman of the Board), Mr. A. T. Pollard (Headmaster of the City of London School), Mr. E. K. Blyth, Sir Joshua and Lady Fitch, Mr. and Mrs. F. Storr, Miss Hughes (late Principal of the Cambridge Training College), Mrs. Wilkinson, the Rev. Dr. Cutts, Rev. G. Tiley, the Revs. A. J. and Septimus Buss, Mr. Hill (Merchant Taylors' School), Miss Elford, and others. This being the year before the fiftieth anniversary of the foundation of the school, the Headmistress announced that next year the jubilee would be celebrated in April, and she hoped all old pupils and friends would be able to be present as well as representatives of the various educational bodies. The proceedings were enlivened by the singing by the pupils of several choruses, accompanied on the organ by Mrs. Green, while the singing was led by Mrs. Carr Shaw. The Headmistress, in her report, said that the school now contained 467 pupils, of whom 114 had been presented for public examinations during the year, and of these 72 per cent. were successful. Open scholarships had been gained by Miss L. M. Taylor (£60 a year for three years in mathematics), and by Miss M. Gregory (£50 a year for three years in classics) at the Royal Holloway College. Several scholarships had been awarded in the school itself on the result of various public examinations. Miss Agnes Bennett had gained the Girton Entrance Scholarship of £60 a year for three years. Thirteen old pupils had during the year taken degrees at London University, and two—Miss C. A. Raisin and Miss M. T. Newbigin—had taken the higher degree of Doctor of Science. Another old pupil—Miss Ethel Sargent—had read a paper before the Royal Society. After another song from the pupils, an address was given by the Bishop of Bristol as chairman. He said that the work of higher education begun by Miss Davies and himself had developed far beyond what they could have foreseen. Miss Davies was the foundress of Girton, while he was the first secretary of the Cambridge Local Examinations. He was astonished at the number of valuable prizes and scholarships gained by old and present pupils. He spoke of the ever-abiding presence of the memory of Miss Buss, and congratulated the audience on the living presence of Miss Davies. He thought now the proper balance between work and recreation had been reached in girls' education, and that there was no need at all for them to overwork. They must not forget that they were girls, and as such formed the decorative element in society. The prizes were then distributed, after which Miss Davies described the attempts made by women to get the London University to open its doors to women, and how out of this grew the application to allow girls a share in the Cambridge Local Examinations. The next step was the opening of a women's college at Hitchin, the forerunner of Girton. She took occasion then to inculcate the lessons of patience and hope. A vote of thanks to Miss Davies was then moved by Sir Joshua Fitch, seconded by Mr. Blyth, and put by Mr. Latham in a few words of advice. The proceedings terminated with the National Anthem.

NOTTINGHAM HIGH SCHOOL FOR GIRLS.—J. D. Wright has been awarded a mathematical scholarship of about £50 a year for three years, on the result of the Girton entrance examination.

OXFORD HIGH SCHOOL FOR GIRLS.—The Pfeiffer Scholarship for English, tenable at Somerville College, Oxford, value £50 per annum, has been awarded to Helen Darbishire, one of our sixth-form girls.

PORTH COUNTY SCHOOL, GLAMORGAN.—Twenty entrance scholarships (eleven to boys and nine to girls) to be offered to pupils from elementary schools. These scholarships include exemption from school fees, but may be augmented according to the circumstances of the parents. Two passed London Matriculation examination, and two passed Welsh Matriculation examination in 1898. Prizes, top boy and top girl in the County of Glamorgan Intermediate schools. Three exhibitions of the annual value of £30 each at a place of higher education, and two scholarships awarded by the Technical Instruction Committee of Glamorgan, value £50 and £40 per annum respectively (1898).

RAMSEY GRAMMAR SCHOOL, HUNTINGDONSHIRE.—Mr. H. E. Crump, M.A. King's College, Cambridge, has recently been appointed Second Master. The school has been reconstituted under a scheme of the Charity Commissioners, and the new Headmaster, Mr. A. A. Lintern, has entered in residence this term. In place of the old Free Grammar School of King Edward II.'s foundation, a modern secondary school has been formed, and it is intended in the near future to erect suitable science buildings so as to enable an Agricultural side to be formed in the school. As Ramsey is the largest town in point of population in the county, and is the centre of a thriving agricultural population, it is expected that the new venture will meet with every success.

ROSSALL.—The examination for clerical exhibitions began on June 27 here and in Oxford simultaneously. English essay, F. R. G. Duckworth; translation prize, W. W. Morrice; Stewart of Rannock Scholarship, C. B. Taylor; first class Classical Tripos, W. M. Gordon; first class Classical Moderations, C. L. Stocks; Tate Scholarship, University College, Liverpool, G. C. Hubback. Mr. M. S. David has been succeeded on the staff by Mr. J. H. Hollingsworth, twenty-second Wrangler, late Scholar of Sidney Sussex College. Summer term began on May 4, and will end on August 1. Prize Day is fixed for June 29. The new physical laboratory is nearly finished, and will be opened next term.

ST. MARGARET'S SCHOOL POLMONT, N.B.—A late pupil of the school, Miss A. M. Smith, now a student of Girton College, Cambridge, has obtained a First Class in the Historical Tripos, Part I.

ST. OLAVE'S GRAMMAR SCHOOL, SOUTHWARK.—The Marshall Scholarship, Southwark, of the value of £50 per annum for four years, and tenable at the Universities, has been won by W. B. Owen, Captain of the School. Mr. E. H. Hearn, formerly Captain of the School, has obtained a place in the Second Division of the Second Class of the Classical Tripos. Mr. S. W. Cole has had his sizarship extended for a fourth year at Trinity College, Cambridge. Mr. C. J. Owen, formerly Captain of the School, and scholar of Jesus College, Cambridge, stands first on the list in his college examinations, winning a prize and increase of scholarship. Mr. L. D. Wakely, scholar of St. John's College, Cambridge, also stands first in the first year in Natural Science, and wins the Wright Prize. The workshop at the School is nearing completion. The latest addition is a 9-H.P. Tangye gas-engine, to drive the lathes and other machines now installed. The finishing touches to the play-ground are also being given, in the erection of five-courts, which will be ready for use next term. The collection of Arundel reproductions of famous pictures is growing. Nearly a hundred have already been got, of which some thirty hang in Hall. The new organ will be put in place during the month of August.

ST. PAUL'S SCHOOL.—The Entrance Scholarship Examination is fixed for September 5 and following days. Governors' Prizes: Greek Verse, F. C. Chamier; French Prose, J. V. Scholderer. Nine First Classes and eight Second Classes in the lately published Tripos Lists at Cambridge. The Rev. Dr. Lupton, Surmaster of the School, is retiring at midsummer. He was appointed to the Surmastership in 1864. It is understood that he will still retain the Preachership of Gray's Inn. A movement is on foot among his many friends and pupils to mark their sense of his invaluable services to the School, and more particularly of his constant loyalty—as shown in his theological and historical writings—to the memory of Dean Colet, by presenting to the School something in the nature of a permanent and substantial testimonial.

SIR ROGER MANWOOD'S GRAMMAR SCHOOL, SANDWICH.—Three entrance scholarships, viz., one for languages (Latin and French), one for mathematics, one for science and English, varying from £10 to £20, are open to be competed for on July 20, 21, to boys between ages of ten and fourteen (for boarders only). First-Class London Matriculation, 1897; fourth in all candidates for Foundation Scholarship to Christ's Hospital, 1898. Scholarship to Lincoln College, Oxford. New appointment shortly to be made to post of Junior Master (September). The new Science Laboratory (assisted by Kent County Council annual grant) cost £900. A sanatorium is shortly to be erected.

THE CROSSLEY AND PORTER ORPHAN HOME AND SCHOOL, SAVILE PARK, HALIFAX.—Arthur E. Dean has passed first examination for degree of B.Lit. Durham, at fifteen years of age. Five Old Boys have just distinguished themselves:—H. W. Shoebridge, twenty-fourth Wrangler at Cambridge; E. E. Walker, first class, Natural Sciences Tripos; L. M. Fogg, of Magdalen College, has just sat for the Final History School Examination, Oxford. These three boys proceeded to the University from the Bradford Grammar School. Arthur E. Dean and Joseph M. Forster passed the second examination for the degree B.Lit. Durham. A new fourth-form master will be required to come into residence on August 12. The school prizes were presented on the 28th ult. privately. The annual meeting and old scholars' reunion will be held on August 23.

THE LEYS SCHOOL, CAMBRIDGE.—In the Tripos Lists at Cambridge we record four firsts and three seconds. J. H. Chapman, Fellow of King's, has won the Prince Consort Prize. On Speech Day, June 16, the prizes were distributed by the Right Hon. A. J. Balfour amidst a large gathering from the University and all parts of the country.

UNITED SERVICES COLLEGE, WESTWARD HO!—Headmaster, the Rev. F. W. Tracy, M.A., late of South Eastern College, Ramsgate, succeeding the Rev. P. C. Harris, LL.D. Mathematical masters, A. W. Cole, B.A. of Balliol College, Oxford, and F. F. Mee, B.A. of Wadham College, Oxford. Modern language master, M. H. Graham. Other masters, F. Brunskill, B.A., B.Sc.; H. J. Snape, B.A.; and R. J. Leakey, M.A. (Head of Junior School) as before. Establishment of a separate University Side, under A. H. Walker, B.A., late Scholar of Hertford College, Oxford. It is hoped to establish very shortly a Navy Set, under a separate master.

(Continued on page 452.)

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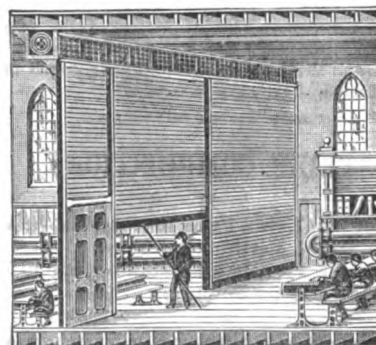
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UNIVERSITY COLLEGE SCHOOL.—Entrance Scholarships: A. R. E. Bauerle (J. Henderson, Esq., Dirlton House, Willesden); S. E. Metzger, University College School; L. J. Friedlander, University College School; G. I. Taylor (C. Simmons, Esq., Hollis Hill, Hampstead). Latin Prose, C. H. Arnhold; French Prose, C. H. Arnhold; Greek Prose, F. S. Goodwin; German Prose, F. Neuhaus, and R. C. Hirsch, *eq.* Sir Arthur Charles has been appointed Judge of the Arches Court; Prof. Michael Foster, K.C.B., Birthday Honour List, President Elect of the British Association; Dr. S. B. Schryver, Research Medal, University College, London; I. Cuthbertson, First Class Honours Classical Moderations, Oxford; R. S. Carpenter, second class (first division), Classical Tripos, Cambridge. On the retirement of Mr. H. Weston Eve, M.A., at Christmas, 1898, Mr. J. L. Paton, M.A., of Rugby School, was appointed Headmaster. Mr. Richard Savory M.A., and Rev. I. J. Coggin, B.A., have retired, and E. R. Edwards, Esq., has joined the staff. A fund in memory of the late Headmaster is being raised, and a playing field is to be obtained. Rowing Club started at Hammersmith.

UP HOLLAND GRAMMAR SCHOOL.—G. L. Harbottle has gained a commercial scholarship, and J. Whitton a studentship, at University College, Liverpool. The prizes will be distributed on July 20 by the Headmaster of Rugby. The Hon. A. Stanley, M.P., will preside. The eleven have won all their matches this season, and have an unbroken record of wins for three seasons in succession in inter-school matches.

WAKEFIELD GRAMMAR SCHOOL.—During the year F. Burkitt has gained an open scholarship for mathematics at Exeter College, Oxford; H. E. Midgley an open exhibition for mathematics at Queens' College, Cambridge; A. S. Wyld a Freeston Exhibition for classics at University College, Oxford; and L. Riley the Sedgwick Scholarship for classics at Queens' College, Cambridge. F. W. Frankland, B.A., third Wrangler in 1897, has gained a *proxime accessit* for the Smith's Prizes at Cambridge; W. H. Jackson has gained a Foundation Scholarship at Clare College, Cambridge; W. O. Pearson has obtained Honours in Classical Moderations. Mr. T. B. Black, B.A., late Scholar of Durham University, has been taking temporary duty during the illness of Mr. McNicoll; and Mr. C. E. Yates has been appointed to an additional mastership. The annual sports, after two postponements owing to bad weather, came off on the last day of May, and were an unusual success as regards the standard of the competitions and the number of parents and friends present.

WELLINGTON COLLEGE.—The Prince Consort's History Prize was gained by H. O. O'Hagan, the Primate's Prize for Divinity by G. M. Boughey, and the Earl of Derby's for French by A. F. P. Wehner. Of the Major Frew's Prizes, no less than four were carried off by E. G. Harris, viz., Latin Prose and Verse, Greek Verse, and Mathematics. The winner of the Queen's Medal was A. N. L. Cater. Twelve admissions to the Royal Military Academy, Woolwich, and sixteen to the Royal Military College, Sandhurst, were obtained direct from the school. The Rev. W. Goodchild, M.A., has been appointed Rector of Berwick St. John, Salisbury.

WHEELWRIGHT GRAMMAR SCHOOLS, DEWSBURY.—The Governors of the Wheelwright Boys' and Girls' Grammar Schools, the Governors of the Technical School, and the Dewsbury Corporation have requested the Charity Commissioners to formulate a scheme for the amalgamation of the above-mentioned schools, which shall include the application of the Hinchliffe Bequest of £1,500 a year to the development of the joint institution.

WOODBRIDGE SCHOOL.—The McMaster Gold Medal has been awarded to W. W. Mumford; the Bishop of Norwich Divinity Prize to F. P. Luard; and the Leaving Exhibition (£50 per annum for three years) to F. P. Luard.

PRIZE COMPETITIONS.

The winner of the Extra Prize for May is A. Watson Bain, Esq., 23 Queen Street, Perth.

The winner of the Translation Prize for June is R. B. Webber, Esq., Merchiston Castle, Edinburgh.

Les vieillards qui ont eu le bonheur et le malheur de voir tout ce qui s'est fait dans ce demi-siècle unique, où les siècles semblent entassés, déclarent que tout ce qui suivit de grand, de national, sous la République et l'Empire, eut cependant un caractère partiel, non unanime, que le seul 14 juillet fut le jour du peuple entier. Qu'il reste donc, ce grand jour, qu'il reste une des fêtes éternelles du genre humain, non seulement pour avoir été le premier de la délivrance, mais pour avoir été le plus haut dans la concorde!

Que se passa-t-il dans cette courte nuit, où personne ne dort, pour qu'au matin, tout disséminé, toute incertitude disparaissant avec l'ombre, ils eurent les mêmes pensées?

On sait ce qui se fit au Palais-Royal, à l'Hôtel de Ville; mais ce qui se passa au foyer du peuple, c'est là ce qu'il faudrait savoir.

Là pourtant, on le devine assez par ce qui suivit, là chacun fit dans son cœur le jugement dernier du passé, chacun, avant de frapper, le condamna sans retour. . . . L'histoire revint cette nuit-là, une longue histoire de souffrances, dans l'instinct vengeur du peuple. L'âme des pères qui, tant de siècles, souffrirent, moururent en silence, revint dans les fils et parla.

Hommes forts, hommes patients, jusque-là si pacifiques, qui deviez frapper en ce jour le grand coup de la Providence, la vue de vos familles, sans ressource autre que vous, n'amollit pas votre cœur. Loin de là, regardant une fois encore vos enfants endormis, ces enfants dont ce jour allait faire la destinée, votre pensée grandie embrassa les libres générations qui sortiraient de leur berceau, et sentit dans cette journée tout le combat de l'avenir! . . .

L'avenir et le passé faisaient tous deux même réponse; tous deux, ils dirent: "Va!" . . . Et ce qui est hors du temps, hors de l'avenir et hors du passé, l'immuable Droit le disait aussi. L'immortel sentiment du juste donna une assiette d'airain au cœur agité de l'homme, il lui dit: "Va paisible, que t'importe? quoi qu'il t'arrive, mort, vainqueur, je suis avec toi!"

By "Athen."

Old men who have had the good or evil fortune to see all that has been done in this unique half-century—in which whole centuries seem to have been compressed—assert that, of all the great and national deeds that were to ensue in the time of the Republic or of the Empire, not one was entirely free from the taint of party spirit, not one was the unanimous expression of the will of the whole nation—that glory belonged to the 14th of July alone. Let it remain, that day of days: let it remain one of the imperishable feast-days of mankind, not simply because on that day the work of deliverance was begun, but because then and only then the nation was absolutely at one.

What passed in that short sleepless night, and how came it that when morning broke all discord and all uncertainty vanished with the darkness and the same thoughts were in all men's hearts?

What happened at the Palais Royal and at the Hôtel de Ville we know, but what we would fain learn is what happened in the homes of the people.

Yet there, one divines from what followed, each man, in the deep of his heart, summoned the past to judgment; each man, ere he struck, condemned that past irrevocably. . . . History—a long history of suffering—lived again that night in the avenging fury of the people. The spirit of fathers who—for how many centuries?—had suffered and died in silence found utterance now in the actions of their sons. Oh, strong and patient men, heretofore lovers of peace—you, who on that day were to strike the blow decreed by Providence, the sight of your families, helpless, save for you, softened not your hearts. Rather, as you gazed yet once again upon your sleeping children—children whose destiny that day was to determine—your larger soul took in its wide embrace the free generations that should spring from their cradle, and felt in that day all the strife that was to come.

Past and future gave but one answer: "Forward." And that which is above time, beyond the future and before the past—immutable Right—spoke the same word. The deathless consciousness of justice bound the fearful heart of man "as with triple brass," while it spake: "Go forward undismayed. What matter whether death or victory be thy portion, so I be still with thee?"

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(Continued on page 454.)

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Fifth Class.—O.T., Omdurman, C.O.C., Fluvius, Ebor, Namur, O.K., L.A.T., F.E.S., Mario, Upsala, Filia, Sils, Oman, Terra, L.E., Shandy, Schoolgirl, Liss, Tiro, Uvula, T.A.R., Rus, Flamma, Novice, Quid, Elève, Poor Marie, Rabbit, Quill, P.A.R.

Michelet is highly rhetorical, and a successful rendering depended mainly on a reproduction of the prose rhythm, the elaborately balanced sentences, the catch-words. The apostrophe, the historic present, the echoes of Biblical language, are quite in the manner of Carlyle. In such a passage *nuances* are all important. Thus, at starting, "old men who had" is infinitely preferable to "the old men who have had"; "the happiness and likewise the misfortune" is better than "both the good and the bad fortune"; "into which whole centuries seem crowded" is better than "piled up," "rolled," "accumulated" (cf. "one crowded hour of glorious life"); "was marred by party spirit and lacked the note of catholicity" is better than "wore a partial character without unanimity." *Revint dans l'instinct* needs almost two verbs to give the full force—"rose again from its grave and lived again in." *Pacifiques*, "law-abiding." *Le grand coup de la Providence*—"blow of Providence" is hardly English; and "blow ordained by Providence" is rather wooden; more freely, "to strike once for all for God and for the cause." *Sentir*, "anticipated." "Wholly dependent on your exertions" is terribly hackneyed, only capped by "go ahead." "Go," by itself, will hardly do. One would naturally translate "forwards," but "go on" is preferable, because of the *Va paisible* that follows, which must be turned by "go in peace." *Une assiette d'airain* was generally turned by "a breastplate of brass," or some similar phrase. I do not object, but the French metaphor is rather the "foundation of rock," and I should prefer "nerved and steeled."

A Prize of Two Guineas is offered for the best translation of the following passage from Goethe's "Letters":—

Ohne den mindesten Anstoss bin ich vergnügt und gesund nach

Frankfurt gelangt und überlege in einer ruhigen und heitern Wohnung nun erst, was es heisse, in meinen Jahren in die Welt zu gehen. In früherer Zeit imponiren und verwirren uns die Gegenstände mehr, weil wir sie nicht beurtheilen noch zusammenfassen können, aber wir werden doch mit ihnen leichter fertig, weil wir nur aufnehmen, was in unserm Wege liegt, und rechts und links wenig achten. Später kennen wir die Dinge mehr, es interessirt uns deren eine grössere Anzahl, und wir würden uns gar übel befinden, wenn uns nicht Gemüthsruhe und Methode in diesen Fällen zu Hülfe kämen. Ich will Alles, was mir in diesen acht Tagen vorgekommen, so gut als möglich zurecht stellen, an Frankfurt selbst, als einer vielumfassenden Stadt, meine Schemate probiren und mich dann zu einer weitem Reise vorbereiten.

Sehr merkwürdig ist mir aufgefallen, wie es eigentlich mit dem Publika einer grossen Stadt beschaffen ist. Es lebt in einem beständigen Taumel von Erwerben und Verzehren, und das, was wir Stimmung nennen, lässt sich weder hervorbringen noch mittheilen. Alle Vergnügungen, selbst das Theater, sollen nur zerstreuen, und die grosse Neigung des lesenden Publikums zu Journalen und Romanen entsteht eben daher, weil jene immer und diese meist Zerstreuung bringen.

Ich glaube sogar eine Art von Scheu gegen poetische Produktionen, oder wenigstens insofern sie poetisch sind, bemerkt zu haben, die mir aus eben diesen Ursachen ganz natürlich vorkommt. Die Poesie verlangt, ja sie gebietet Sammlung, sie isolirt den Menschen wider seinen Willen, sie drängt sich wiederholt auf und ist in der breiten Welt (um nicht zu sagen in der grossen) sehr unbequem.

Ich gewöhne mich nun, Alles, wie mir die Gegenstände vorkommen und was ich über sie denke, aufzuschreiben, ohne die genaueste Beobachtung und das reifste Urtheil von mir zu fordern, oder auch an einen künftigen Gebrauch zu denken. Wenn man den Weg einmal ganz zurückgelegt hat, so kann man mit besserer Übersicht das Vorräthige immer wieder als Stoff gebrauchen.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

All competitions must reach the Office by July 16, addressed "Prize Editor," JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C.

FRENCH Protestant GOVERNESS wishes Non-resident Post in High or Private School, September. Teaches German and elementary Music. Age 29. Prepares for Examinations. London preferred.—Mlle. B., 142 Kensington Park Road, W.

A FRENCH LADY, experienced in Class Teaching, desires a Re-engagement in a large Private or Public School. Pupils successfully prepared for Examinations. Excellent references. Address—Mlle. LANS, 91 Finborough Road, Earl's Court, London, S.W.

CERTIFICATED ART TEACHER (South Kensington) requires Engagement. Three years' experience in large Public Schol. Good references.—I. S., 35 Osney Crescent, Camden Road, N.W.

YOUNG Lady (London Matriculation Certificate) desires an Engagement in a High School, or as GOVERNESS in India or the Colonies. Subjects: English, Latin, Mathematics, German, French, Greek, Mechanics, Chemistry. Six years' experience in High Schools. First-class references. Address—C. N., 62 Portway, West Ham, Essex.

A FRENCH LADY, Diplômée, requires situation in September in a School or Family to teach French and elementary Drawing. Also a Holiday Engagement for the Summer Vacation.—Mlle. L., Clarendon House, Hesketh Park, Southampton.

RE-ENGAGEMENT wanted, in September, as ASSISTANT MISTRESS. Cambridge Teachers' Certificate and L.L.A. Subjects: English in all its branches, Euclid, French (acquired abroad). Five years' experience. Good references. Address—Miss B., c/o Mrs. Denné, Milton House, Bourverie Square, Folkestone.

LONDON GRADUATE. Cambridge Teachers' Certificate (distinction), desires Re-engagement for September. Experienced. Subjects: English, German, Latin, elementary Mathematics. Small Form. Non-resident preferred.—E. M. THEOBALD, 8 Alma Road, Canonbury, London, N.

JEUNE DAME PARISIENNE désire Situation, *au pair*, dans un pensionnat ou dans une famille. Leçons de français. Excellentes références.—MARTHE VENDIER, 12 rue du Quatre Septembre, Paris.

FRENCH LADY, Protestant, Diplômée, nine years' experience, good testimonials, desires Re-engagement, September. Non-resident post preferred.—Mlle. C. J., Westbourne, Severn Road, Sheffield.

FOR SEPTEMBER.—FRENCH LADY, Protestant, Diplômée, experienced, seeks Re-engagement in a School. Good Music. Can prepare for Local Examinations in French.—MADEMOISELLE, 14 Belsize Park Gardens, Hampstead, London.

EXPERIENCED KINDERGARTEN TEACHER, holding the First Class Higher Froebel Certificate and excellent testimonials, with seven years' experience, requires a Non-resident Post for September, within daily reach of the City, in Kindergarten. Transition or Form I.—H. B., 17 South Street, Finsbury, E.C.

EXPERIENCED NORTH GERMAN GOVERNESS, Certified, requires Post in a high-class School for next term. Advanced German, French and Music. Highly recommended.—O. A., 1 Dalton Terrace, Meads, Eastbourne.

LICENTIATE R.A.M. desires Re-engagement as MUSIC MISTRESS in School. Thorough Piano, Harmony, Theory, Solo and Class Singing. Elementary Violin. Experienced. Excellent testimonials.—A., c/o James, Stationer, Elswick Road, Newcastle-on-Tyne.

HOLIDAY ENGAGEMENT, for August and part of September, wanted by a Trained and Certificated GERMAN MISTRESS.—Fräulein T. RÖTTGER, Corran, Watford, Herts.

KINDERGARTEN MISTRESS desires Post in September. Has had first year's training.—E. R., 99 Upper Grosvenor Road, Tunbridge Wells.

REQUIRED, in September, an Appointment as GYMNASTIC and DRILLING MISTRESS, by a fully Certificated Young Lady, with the highest references from the Southport Physical Training College, Principal, A. Alexander, Esq. Apply—Miss W. ALDRED, 60 Manley Road, Whalley Range, Manchester.

MUSIC.—Lady (23), Silver Medalist R.A.M., L.A.M., Violin, Piano, seeks Post in good School. Experienced. Last two years in first-class Preparatory School. Class Singing, Theory, Harmony. Willing to help in other subjects. English, Drawing, Painting.—M. C. HAWKSTONE, Dragon Parade, Harrogate.

WANTED, in September, Post as SECOND MISTRESS in a School (Preparatory for Boys preferred). Certificated Junior and Senior Cambridge, and Music, London College. Church of England. Address—Miss MURIEL LASS, Cambridge Villa, Witham, Essex.

SWISS FRENCH GRADUATE, M.A. (Lausanne University), wishes Post as Visiting, Private, or Resident TUTOR in School or Family. Greek, Latin, French (literature and philology). English references. Experience.—GRIVEL, 32 Gower Street, London, W.C.

SINGING AND ART MISTRESS, L.R.A.M. Singing (performer), Class Singing, Honours Certificates (R.A.M. Local) for Piano and Theory. Ablett and Kensington Teachers' Certificates, Medallist, Exhibitor. Oils and Water Colours, Drawing from Life, and Designing, Sketching, Drawing for the Press. 11 years' experience. Disengaged September.—Miss SAW, West Heath, Ham Common, Surrey.

EXPERIENCED HIGH SCHOOL MISTRESS seeks Re-engagement as FORM MISTRESS or Head of Preparatory Department. Mathematics, Latin, French, German, English subjects, and Drill.—Miss HOPWOOD, 180 Church Street, Stoke Newington, London.

EXPERIENCED HIGH SCHOOL TEACHER desires work in or near London. Subjects: English, Latin, French, German. Address—M., 50 Norland Square, W.

WANTED, in September, by experienced **TEACHER**, L.L.A., Higher Cambridge Local, non-resident Engagement. Advanced English, French, Latin, Mathematics, Science, elementary Physics, Drawing. Successful coach, private and scholastic.—A., 14 Manville Road, Upper Tooting, S.W.

CERTIFICATED TEACHER, Cheltenham trained, seeks non-resident Post in London, S.W. Higher Local French Literature, Divinity, Arithmetic. Cambridge Teachers' Certificate. French acquired abroad. Experience.—21 Upper Richmond Road, Putney.

WANTED, in September, a Visiting Post in or near London as **TEACHER OF SWEDISH DRILL AND GYMNASICS**, by thoroughly trained and experienced Teacher. Three years Assistant to Madame Bergman Osterberg. Address—L. B., 87 Bedford Road, Clapham.

MRS. COMYNS TUCKER highly recommends her North German finishing **GOVERNESS**, who wishes to meet with a Holiday Engagement during August and September. Has taken pupils abroad. Would travel again as Chaperon or Companion. Address—Miss KERSTAN, Beech Hill, Morchard Bishop, N. Devon.

MUSIC MISTRESS desires Engagement (Visiting). Licentiate of the Royal Academy of Music; Associate Trinity College; Pupil Van Dyk (Leipzig Conservatorium). Piano, Violin, Mandoline, and Singing.—LICENTIAE, 14 Howard Road, Cricklewood.

KINDERGARTEN TEACHER requires Engagement for September. Elementary Certificate (National Froebel Union). 18 months Bedford Kindergarten College. Three years' teaching experience. References. Apply—Miss MACKIE, Grove Hill, Middlesbrough.

THOROUGHLY competent **FRENCH MISTRESS (R.C.)**, Diplômée, wishes Situation in good Public or Private School. Prepares for Examinations.—MADAME, Miss Minns, The Vicarage, Weston, Southampton.

B.A., Trained, Cambridge Teachers' Certificate, experienced, requires, in September, a Post as **ASSISTANT-MISTRESS** in a good School. Subjects: Classics, English, French, elementary Mathematics.—Miss COOKE, The Grange, Buxton.

ART MISTRESS.—Lady (Certificated, Ahlett's) desires Post as above to teach South Kensington and Ahlett's systems. Two and a half years' experience. In or near London preferred. £35 resident, £70 non-resident.—C.O. H. GADD, Esq., 25 St. David's Hill, Exeter.

KINDERGARTEN GOVERNESS requires Re-engagement for September, Resident or otherwise. Froebel Educational Institute Higher Certificate. One year's experience. Good references.—Miss SPENCER, c.o. Captain Broadwood, Guillard's Oak, Midhurst, Sussex.

JUNIOR ENGLISH MISTRESS requires Post in September in good School. Senior Oxford. Two years' experience in a Public School. Address—Miss MORTY, Girls' Grammar School, Wallingford.

STUDENT MUSIC MISTRESS requires Engagement in September. Preparation for Academy in return. Apply—The HEADMISTRESS, Grammar School, Wallingford.

GERMAN MISTRESS requires Visiting Lessons in Schools and Families in September. Excellent references. Easy Method. Address—Fraülein ROTA, Dawe's Library, 44 Baker Street.

PARISIAN LADY, Diplômée, requires Re-engagement after July. French, Calisthenics, Kindergarten, Drawing (freehand), Piano (Junior). Seven years' experience. Good disciplinarian. Re-ident, £40 to £50; Non-resident, £80 to £90.—MADMOISELLE, Southgate, Maidstone.

FORM MISTRESS in well-known successful School desires work in September. Good German, French, Arithmetic, Drawing, Needlework. Excellent disciplinarian. Trained. Address—Miss Kew, 91 Southwood Lane, Highgate, N.

KINDERGARTEN and MUSIC.—Piano, Violin, and Theory.—Young Lady desires Re-engagement. Certificated. Four years' experience. £30 and laundry; in or near London, £25; or Non-resident. Address—H. K., 57 Tollington Park, N.

B.A. LONDON, English Honours (First Class, first place), desires Engagement. High School and College education. Good references and testimonials. Subjects: English Literature and Language, Old and Middle English, Old French, Gothic, Icelandic, Germanic Philology. Other subjects: Classics, Mathematics. Address—ETHEL CORBETT, St. Catherine's Hill, Worcester.

CERTIFICATED NORTH GERMAN GOVERNESS desires Engagement in a good School to teach German. Good knowledge of French and Music. Excellent references. Personal references can be given.—Frl. MÜLLER, 21 York Street, Portman Square, W.

EXPERIENCED MISTRESS desires Visiting or Morning Re-engagement now or next term. South London preferred. Higher Local (Honours Group D) and London University Matriculation Certificates. Most successful with Examination work. Scripture, English (including Literature), French, Classics, Mathematics. Likes teaching. Excellent testimonials.—SIGMA, Agency for Women Teachers, 74 Gower Street, London.

ASSISTANT-MISTRESS, Resident or Non-resident. Experienced. Splendid testimonial. Seventeen years in Germany. Advanced Arithmetic and German (Literature and Philology), Latin (Higher Standard), Algebra, Euclid.—Mrs. LEESON, 5 Princes Square, Harrogate.

A LADY, Associate of Royal Academy of Music, holding Certificate and Medals, experienced Teacher, desires Re-engagement in good School or College. Subjects: Piano forte, Singing (Solo or Class, Sol-fa system if desired), Harmony, and Theory. Address—Miss E. T. SELLAR, A.R.A.M., 51 Dunsmore Road, Stamford Hill, N.

YOUNG ENGLISH LADY seeks an Engagement in German School where she can teach English and perfect herself in German in exchange. First-class certificates.—7 Holmdene Avenue, Herne Hill, S.E.

NEWNHAM Student desires Post as **ASSISTANT-MISTRESS** in September. Classical Tripos. English, History, elementary French. Apply—C. KENYON, Clamerclough, Farnworth, Bolton, Lancs.

GOVERNESS, experienced, desires Re-engagement in School. English, Arithmetic, French, German, Drawing, and Junior Latin. Good references. Apply to M. C. WILSON, High School, Congleton, Cheshire.

A FRENCH LADY (Parisian Diplômée) desires Engagement as **PROFESSOR OF FRENCH** in good High School. Experienced Teacher. First-class references. Coaches for Examinations. Address—M. B., Woodcote Villa, Woodcote, Epsom.

ASSISTANT-MISTRESS, Certificated, successful in preparing for Cambridge Senior and Higher Local Examinations, desires Re-engagement in September. Special subjects: Mathematics, English Language and Literature.—Miss BELCHER, Elmcroft, Heene, Worthing.

WANTED, in September, a Post as Non-resident **MUSIC MISTRESS**. Diplômée Leipzig Conservatorium (five years). Prizeholder. Performer. Experienced in teaching. Testimonials and Press notices on application.—Miss GOSLING, Saxenholme, Birkdale, Southport.

A LADY (First Class Diploma, National Training School of Cookery) wants an Engagement as **COOK** or **MISTRESS OF COOKERY** in a School or School Boarding-House. Two years' experience in High School. Address—K. B., 76 Beaufort Road, Edgbaston, Birmingham.

WANTED, in September, Re-engagement as **CLASS MISTRESS** or **SCIENCE TEACHER** in a High School or Ladies' College. Several years' experience at the Cheltenham Ladies' College. Special subjects: Modern Languages (acquired abroad), Natural Science. Excellent testimonials.—P. M., Fairlight House, Tivoli, Cheltenham.

A.R.C.M., Solo Performance, desires Re-engagement as **MUSIC MISTRESS** in good School. Was for three years and a term student in the Royal College of Music, for three years Music Mistress in the Jersey Ladies' College. Prepares successfully for the Associated Board. Great experience. Highest testimonials.—Miss SMITH, 165 Coatsworth Road, Gateshead, Durham.

KINDERGARTEN MISTRESS (Higher Certificate, Trained) desires Engagement in September, in Kindergarten or Lower School. English and Roman History, Geography, Physiography (Cambridge Higher Local).—F. J., 17 Kanelagh Road, Dublin.

TRAINED, Certificated (N.F.U.), and experienced **KINDERGARTEN MISTRESS** requires a Post in September. Also experienced in Transition and Preparatory work. Apply—K. BLOTT, 31 Herbert Street, West Bromwich.

WANTED, September, Post as **ASSISTANT-MISTRESS**. English, Arithmetic, French (acquired abroad), Latin, Needlework (Certificated). Eight years' experience in large Public School. Honours, Higher Local. Apply—E. P., 9 Heathfield Terrace, Chiswick.

WANTED, Post as **ASSISTANT MISTRESS** in September. General English subjects, French (conversational, acquired abroad), Needlework. History Group of Higher Local. Experienced. Address—Miss RICHARDS, The Grove School, Highgate.

EXPERIENCED GERMAN LADY (highest references), requires Re-engagement for next Term. German (also Berlitz system), Music (Cologne Conservatoire certificate), Wood-carving (Leipzig Diploma), Drawing (Paris). Address—Fraülein C., c.o. Madame Butaud, 130 Boulevard Montparnasse, Paris.

RE-ENGAGEMENT wanted, in September, as **ASSISTANT** or **SECOND MISTRESS** in a Public School. Seven years' experience in two public schools. Classics (Newnham College, Cambridge), Higher Local and Senior Cambridge, French (Paris), English, elementary Mathematics, Music (piano and singing). Games. Address—Miss TOMPSETT, 49 Woodstock Road, Bedford Park, Chiswick, W.

NEWNHAM STUDENT desires Post for September. Classical Tripos, Cambridge Higher Local, Honours in Languages and Mathematics. Subjects: Classics, Mathematics, French, English. Six and a half years' experience in good High School. Address—Miss LOWENSTEIN, 80 Francis Road, Edgbaston, Birmingham.

A N experienced ENGLISH GOVERNESS desires Re-appointment. L.L.A. Advanced English, good Music, French and German (perfected abroad), Drawing, &c. Successful teacher, highly recommended. From £80.—R. B. D., 23 The Grove, Kettering.

A YOUNG GERMAN LADY (not musical) desires an Engagement in a Family or in a School (family preferred). Apply to Frl. von PLATEN, Gavensdorf bei Teschow, Mecklenburg, Germany.

REQUIRED, in September, Re-engagement as **ENGLISH** or **FORM MISTRESS**. Certificated Cambridge Senior and Higher Local (Groups R, A, B, H). Age 21.—Miss MACE, 14 West End Terrace, Newport, Isle of Wight.

PARISIAN PROTESTANT LADY (Diplôme Supérieur), experienced in Public School teaching, good disciplinarian, desires Re-engagement. Successful for Examinations. Training in Gouin's Method if desired. Highest testimonials.—MADMOISELLE, Sharp's Library, Queen's Terrace, N.W.

FRENCH LADY, Brevet supérieur, requires Re-engagement, School or Family, for September. French (Gouin system), fluent German (abroad), Needlework, Calisthenics, Shorthand. Five years in England; excellent references.—MLLE., Dagfield, Birkdale, Southport.

LADY (English) wishes Position of trust in School or Family. Experience of Private and Class Teaching, also of household management. Unexceptionable references and testimonials. Apply—E., Peat, Stationer, Goldenacre, Edinburgh.

WANTED, in September, Post as **FIRST FORM MISTRESS**. Non-resident. Froebel Higher Certificate. Five years' High School experience. Address—No. 3,742.

SEPTEMBER. — A Clergyman's Daughter, Certificated, desires Re-engagement in good School. Thorough English, French, German (acquired abroad). Some years' varied experience. Good disciplinarian. Excellent references. Games. Address—No. 3,733.

ENGLISH MISTRESS (Certificated), with good French and German, wishes Post as **ASSISTANT to Headmistress**. Has had good and varied experience. Excellent organizer and disciplinarian. Reference permitted to present Principal. Address—No. 3,734.

ASSISTANT MISTRESS seeks Re-engagement for September. Eleven years' high school experience. Cambridge Senior and Cambridge Higher Certificates. Latin, Divinity (Honours), Mathematics, Arithmetic. Address—No. 3,735.

AN EXPERIENCED FRENCH AND MUSIC TEACHER, holding good Certificates for Music, seeks Re-engagement for September in a good School. Teaches very good French and advanced Music. Address—No. 3,736.

LADY, experienced, seeks Re-engagement. French (Paris five years), German (Dresden five years). Good references. Address—No. 3,737.

WANTED, for September Term, Post as **SCIENCE AND MATHEMATICS MISTRESS** in a School in London or Suburbs. Non-resident. Student of Bedford College, London. Age 22. Testimonials, &c. Address—No. 3,748.

KINDERGARTEN MISTRESS disengaged in September.—Maria Grey Training, Elementary and Higher Froebel Certificates. Three years' private, three years' High School experience. Very successful in preparing candidates. All usual subjects. Experienced in use of Ling's, Ablett's, and Mrs. Curwen's systems. Advanced Manual Training. Address—No. 3,757.

PARISIAN LADY (having resided two months in England) requires Home in large School, in September. "Brevet d'Instituteur." French instruction in return for English. Address—No. 3,763.

MUSIC MISTRESS, Associate Royal College of Music, seeks, for September, a non-resident Appointment in a School, in or near London. Piano, Harmony, and Theory. Address—No. 3,769.

MUSIC MISTRESS, A.R.C.M., desires Re-engagement. Studied at R.C.M. nearly three years. Principal Music Mistress in School five years. Excellent testimonials. Piano, Theory, Harmony, Counterpoint, Class Singing. Address—No. 3,766.

ASSISTANT-MISTRESS requires non-resident Post at beginning of Autumn Term. 11 years' experience in Public High School (G.P.D.S.C.); Teachers' Certificate; Cambridge Higher Local, Groups A and H. Usual English subjects: Botany, French, elementary Algebra and Euclid. Excellent testimonials and references. Address—No. 3,752.

TRAINED Certificated Teacher seeks Position in good School (Day preferred). Long experience, Honours and Distinction in Groups H, A, B, Cambridge Higher Local. Fluent advanced French, German, Italian Languages and Literatures, elementary Science, and Logic, Needlework (Cutting out, Fixing). (Special) Lectures on Current Events, Mythology, Ancient History, Historical Geography. Prepares for Examinations. Address—W., Queenwood, Eastbourne.

ASSISTANT-MISTRESSES. — Two Friends wish to find work in same School or Town for September. High School experience. Higher Cambridge Examination. Excellent testimonials. Special subjects: French (acquired abroad), German, Latin, thorough English, Arithmetic, elementary Science, and Drawing; Needlework, Games. Apply —Z., Linia Villa, Lower Ham Road, Kingston, S.W.

ASSISTANT-MISTRESS (with five years' experience in teaching) requires Post in September, in College or School. Special subjects: advanced German, German Literature and Philology, Latin, Mathematics (advanced Arithmetic, Euclid, Algebra). Seventeen years' residence in Germany. Testimonials. Address—No. 3,753.

DRAWING AND PAINTING. — Certificated A.C.T., South Kensington, desires Engagement. Special certificates. Address—No. 3,768.

RESIDENT POST, with time for study, desired by Lady reading for Final B.A. Subjects preferred: Arithmetic and Mathematics, Latin, Greek, English Literature. Also good Drawing and German if required. Proportional Salary. Address—No. 3,751.

LADY, well qualified and experienced, seeks Appointment in September as **VICE-PRINCIPAL** to assist in general Management and Tuition. Excellent Testimonials. Address, with particulars—No. 3,750.

REQUIRED by a Lady having had six months' experience, Post as **ASSISTANT-GOVERNESS** in School. Non-resident, if near London, preferred. Address—No. 3,786.

VIOLINISTE, pupil of Herr Max Mossel, desires teaching in a School or Schools in or near Birmingham.—144 City Road, Birmingham.

MUSIC MISTRESS desires Non-resident Appointment in or near London. Licentiate of the Royal Academy of Music. Pianoforte, Class Singing, Theory, Harmony, Form. Long experience. Very successful in preparing for Examinations of Associated Board and Incorporated Society of Musicians.—M. C., Hawarden Villa, Adlestree, Surrey.

RE-ENGAGEMENT required as **HOUSE-MISTRESS** or **LADY-MATRON**, in College Boarding House, School, or Institution. Exceptionally good House-keeper, Accountant, and Nurse. Excellent testimonials.—L., 2 Cecil Road, Clifton, Bristol.

FRENCH PROTESTANT LADY (Diplôme Supérieur), disengaged end of July, requires Post in Private or Public School. Apply to **MADMOISELLE**, Hatherleigh, Church End, Finchley, London, N.

ART MISTRESS desires Re-engagement, September. Five years' experience, Public High School. Art Master's Certificate. South Kensington Certificates for Painting, Modelling, Anatomy, advanced Perspective, and Geometry. Ablett's Certificates. Has assisted in Mathematics and junior English.—C., 52 Clarendon Road, Redland, Bristol.

REQUIRED, in September, an Engagement as **ASSISTANT-MISTRESS** in a good School. General subjects. Certificated R.A.M. and R.C.M. Higher Local Groups. Address—A. E., c.o. Miss Beak, Montagu House, Weymouth.

LADY, Certificated Cambridge Higher Local Honours, desires Engagement, Non-resident preferred, or visiting lessons. French, History, Literature, advanced Arithmetic, Drawing (Certificate), Music, Drill. Preparation for Local Examinations. School and Private experience.—G., 11 Adelaide Road, London, N.W.

FRENCH PROTESTANT LADY (Diplômée), experienced in High School, successful in Examinations, seeks, for next September, a Non-resident Post in a School in London. Highest references. Address—No. 3,781.

NORTH GERMAN Protestant, of English extraction, requires Post as **LANGUAGE MISTRESS** in High School. Two years' experience in large Public School. Higher Local, Class I., distinctions in French and German. Address—No. 3,783.

MUSIC. — Wanted by a highly qualified Lady, capable of teaching Music in all branches, Post as **MUSIC TEACHER** in School, for next Winter Term. Address—No. 3,784.

ART MISTRESS desires Engagement Wednesdays, near London. South Kensington Teacher's Certificate. Exhibitor, Royal Institute British Artists. Accustomed to teach large Classes on Ablett System. Conducts Sketching Classes for London Art Schools. Apply—Miss PAGET-KEMP, High School, Tunbridge Wells.

GYMNASIUM MISTRESS seeks Engagement. Holds Certificate in Gymnastics (N.P.R.S. and Southport Physical Training College), Physiology, Hygiene, Ambulance, Sick Nursing, Oxford Senior (Honours). Gold and Silver Medalist in Swimming, &c.—Miss WOOLCOTT, Innisfallen, Birkdale, Southport.

VISITING LADY PROFESSOR, Certificated R.A.M. Experienced. Subjects: Pianoforte, Singing, and Harmony. Most successful in preparing for Examinations. Highest testimonials. Address—No. 3,773.

EXPERIENCED NORTH GERMAN LADY desires to meet with an Engagement, in a good School, for September, to teach German (and English to Juniors).—Fraulein SENEFF, 295 Oxford Road, Manchester.

DRAWING LESSONS in Schools or Privately. Kensington and Ablett's Teacher's Certificates. Queen's Prize. Slade School Student. Experience. Painting, Figure, Design, Modelling, &c. Lectures. Apply—B., 87 Downs Road, Clapton, N.E.

TRAINED, Experienced TEACHER (L.L.A. of St. Andrews University) desires Re-engagement in High School. English (Honours grade), French, German (Honours), Physiology, Drawing, and Painting.—Miss COOK, High Cliff, Scarborough.

TRAINED Protestant FRENCH MISTRESS, in a large Public School, successful Coach, seeks Re-engagement for September. Non-resident post preferred. Eleven years' English experience. French, English, Needlework. Goun and Phonetic systems if desired. Good testimonials.—Mile. M., Cambray House, Cheltenham.

HIGHLY recommended Hanoverian FINISHING GOVERNESS, Gentlewoman, Protestant. Diplômée. French (Paris and University of Geneva), Italian (Florence), English, high-class Music, Drawing, &c. School or family.—Fraulein L. H. M., 4 Drumsheugh Gardens, Edinburgh.

LADY MATRON. — A Lady who has had much experience in Housekeeping and Nursing has placed some strong testimonials in the hands of a Headmaster. Address—No. 3,778.

FRENCH AND GERMAN. — Re-engagement wanted by experienced French TEACHER, Diplômée. Several years' high school experience, also private and boys' preparatory school. Newest systems. Phonetic method and new German method (learnt in Germany). Address—MADMOISELLE, No. 3,775.

MUSIC MISTRESS, I.S.M., holding Professional Diploma (piano), requires Resident (or Visiting) Engagement near London, in September. Piano, Theory, Harmony, Class Singing. Experienced. Five years in last appointment. Address—No. 3,771.

FORM MISTRESS desires Re-engagement. High School training. Oxford and Cambridge Higher Certificate. German (conversational); usual subjects; Drawing (Ablett). Address—No. 3,774.

ENGAGEMENT in good School as **PIANO MISTRESS**. Ten years' school experience. Thoroughly good teacher. Highly recommended by Mr. Farmer. Harrow Music School System. Could prepare for Associated Board Examinations. Also teaches French (acquired abroad). Cambridge Higher Local, Groups A and B. Good salary. Address—No. 3,770.

REQUIRED, in September, Post as **FORM I. MISTRESS** or **HEAD OF JUNIOR DEPARTMENT**. National Froebel Union Higher Certificate. Three years' experience, Form I. Testimonials.—E., 43 Fairholme Road, West Kensington.

VACATION ENGAGEMENT required as COACH or TEACHER. Mathematics a speciality.—NORAH BODKIN, The Cloisters, Chelmsford.

B.A. LONDON, Candidate for M.A. (Branch I.), as CLASSICAL AND MATHEMATICAL MISTRESS. Student University College of Wales, Aberystwyth. Disengaged September. Six years' experience. Address—Miss C. M. BURGIS, Rosemary, Upper Redlands, Reading.

THE ARCHDEACON OF MAIDSTONE desires strongly to recommend a young lady friend as Resident MUSIC MISTRESS in a School. High-class qualifications in Piano and Violin. Address—Precincts, Canterbury.

GOVERNNESS, experienced, desires Engagement. First Arts, R.U.I., Intermediate, and South Kensington Certificates. English, French, German, Latin, Mathematics, Drawing, Music. Would go abroad.—NEILSON, The Manse, Donegal.

A TRAINED and experienced GYMNASIAC MISTRESS seeks Re-engagement near London. Gymnastics, Calisthenics, Swedish Drill, Physiology, and Hygiene.—E. B., 128 Stroud Green Road, London, N.

B.A. LONDON desires Re-engagement as ASSISTANT-MISTRESS in London. Trained. Some years' experience. Subjects: Latin, English, Mathematics, Scripture, elementary French, Needlework.—T. R., care of Miss Cooper, 74 Gower Street, London.

WANTED, in September, by Trained, Certificated Teacher, Post as JUNIOR MISTRESS to teach usual English subjects. Cambridge Higher Local Certificate. Begin with moderate salary. Also Afternoon Engagement at once to teach French or German.—C. HAY, 6 Delamere Terrace, W.

PIANO, SINGING, HARMONY.—Lady, experienced teacher, performer, desires Engagement. Non-resident. Prepares successfully for all Examinations. Virgil Clavier, if desired. Locality unimportant.—Miss C. MAY, 42 Antrim Mansions, South Hampstead.

SITUATIONS VACANT.

SEPTEMBER VACANCIES, 1899.—THE NEWNHAM EDUCATIONAL AGENCY invites trained and certificated Head and Assistant Mistresses (English and foreign) to register their names. An early application is desirable.—34 Davies Street, Berkeley Square, London.

REQUIRED, for September, ENGLISH MISTRESS for high-class Home School for elder Girls. Chief subjects: Mathematics and Science. University Honours and experience in Class Teaching and organization necessary. Age about 28. State salary.—E. F., Bayford House, Windsor Terrace, Hampstead.

WANTED, for Mixed School of Science, East Finchley Board School, MISTRESS, qualified in Art (Science and Art Department) and Needlework, and able to assist in English subjects. Mathematics or Chemistry a recommendation. Commencing salary £80 per annum. To commence duties 1st September. For form, &c., apply to Mr. STEVENS, 22 Bedford Row, London.

EGYPTIAN GOVERNMENT SCHOOLS.

EXPERIENCED Teacher wanted, to begin work in October, as SECOND MISTRESS (under English Headmistress) of Sanieh Girls' School, Cairo. Must possess Certificate attesting to course of professional training as Teacher, and should take a special interest in educational work in Elementary Schools for Girls under quite different conditions from those in England. Should be of robust constitution. Aptitude for languages a recommendation. Salary about £200 per annum rising to about £250 per annum, with furnished quarters in School. Civil Service Pension Scheme. Allowance for passage out to Egypt. Average attendance about 150 (50 boarders and 100 day pupils); majority of pupils Mohammedans. Schools closed on Thursdays in afternoon, and all day on Fridays. Summer vacation of two months.

Applications, accompanied by copies only of testimonials, must be sent, before August 1st, 1899, to P. A. BARNETT, Esq., Her Majesty's Inspector of Training Colleges, Heatherleigh, Isleworth, to whom candidates may apply, by letter, for further information.

TO ASSISTANT-MISTRESSES.

SEPTEMBER (1899) VACANCIES.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Est'd. 1833), 34 Bedford Street, Strand, London, W.C., invite immediate applications from well qualified Assistant-Mistresses for the following Appointments:—
Experienced MISTRESS. Public School. General subjects. Salary £100 non-res.—No. 156.
GRADUATE for Mathematics, English and French to speak. Initial salary £65 res.—No. 137.
HEAD-TEACHER for first-class School near London. Salary about £60 res.—No. 746.
FORM MISTRESS. English, French, Latin, Mathematics, Science. Secondary School. £90 non-res.—No. 062.

SCIENCE MISTRESS for London School. Graduate. Initial salary £100 non-res.—No. 838.

THIRD FORM MISTRESS. Public School. Good German or French, Geography, Botany. Salary £90 non-res.—No. 908.

SCIENCE MISTRESS. Public School. Botany, Physics, some English. Salary £95 non-res.—No. 177.

HEAD ENGLISH MISTRESS. Important School near London. With Botany, &c. Salary £80 res. 80 Boarders.—No. 181.

GRADUATE for School near London as Headmistress. Salary £50 res.—No. 172.

SCIENCE MISTRESS, with Latin and English. High-class Boarding School (S. Coast). Salary £60 res.—No. 918.

LONDON GRADUATE. Public College. Salary about £60 res.—No. 914.
Chemistry, Physics, Botany, Mathematics, Geography. County School. Salary £70 res.—No. 878.

Music, Singing, Drawing. First-class Private School near London. Salary £65 to £70 res.—No. 783.

MIDDLE FORM MISTRESS. High School. Botany, English, Needlework. Salary £75 non-res.—No. 154.

Two English Ladies as MODERN LANGUAGE MISTRESSES. London Schools. Salaries about £60 res.—Nos. 068 and 627.

GRADUATE for Latin and Mathematics. Fair salary res.—No. 823.

HEAD ENGLISH TEACHER. English and Latin. First-class London School. Salary £55 res.—No. 820.

English, Mathematics, Latin, Arithmetic. Salary from £60 res.—No. 643.

SECOND MISTRESS. Latin and Mathematics especially. London Graduate preferred. Salary about £70 res.—No. 113.

HEADMISTRESS for important School. Graduate or Undergraduate. English, Modern Languages, Mathematics, Science. Salary £60 res.—No. 135.

ASSISTANT-MISTRESS. County School. English, Latin. Salary £80 non-res.—No. 840.

KINDERGARTEN-MISTRESS. Salary £50 res.—No. 138.

Nine Experienced MISTRESSES for English and General subjects. Salaries £50 and £55 res.

MUSIC MISTRESSES.

Ten MUSIC MISTRESSES for Public and Private Schools in London and the Provinces. Salaries £50 to £60 res. and £90 non-res.

FOREIGN MISTRESSES.

Eleven Experienced FRENCH MISTRESSES for Good Schools. Salaries £40 to £60 res.

Thirteen GERMAN MISTRESSES, with Music or other subjects. Salaries £40 to £55 res.

250 other vacancies in Public and in Private Schools, for English and Foreign, Senior and Junior, Assistant-Mistresses. Liberal Salaries, resident and non-resident.

50 Student-Governesses also required for superior Schools on mutual terms, namely:—Board, Residence, and Educational advantages in return for services.

F.B.—A complete List containing the particulars of Vacant Appointments in Public and in Private Schools will be sent by **Messrs. GRIFFITHS, SMITH, POWELL & SMITH**, to English and Foreign Assistant-Mistresses and to Student-Governesses on application.

GIRLS' SCHOOL COMPANY

(Limited).—HIGH SCHOOL FOR GIRLS, KILMALCOLM, RENFREWSHIRE.—Wanted, in September, an ASSISTANT-MISTRESS for a Middle Form. Good Latin and Mathematics. Salary £90. Apply to the HEADMISTRESS.

ST. MARGARET'S HIGH

SCHOOL, LEE, S.E.—Wanted, in September, MISTRESS for Form IV. (small). Salary £70. Apply, stating qualifications and age, to the HEAD-MISTRESS.

SCHOLASTIC.—SEPTEMBER

(1899) VACANCIES.—Graduates and other English and Foreign Assistant-Masters who are desirous of obtaining appointments in Public or Private Schools should apply at once to **Messrs. GRIFFITHS, SMITH, POWELL & SMITH**, Tutorial Agents (est. 1833), 34 Bedford Street, Strand, London, W.C. Early notice of vacancies forwarded to all candidates.

WANTED, in September, ASSISTANT-MISTRESS (non-resident). Special subjects: English Grammar and Literature, French. Church of England. Salary £60. Apply—HEAD-MISTRESS, Endowed School for Girls, Watford, Herts.

REQUIRED, in Boarding and Day School, Two Resident MISTRESSES. (1) Head English (History, Geography, Grammar, Composition, Literature), Botany, Mathematics essential. Certificated in subjects taught. Experienced or trained. (2) Junior English, under Form Mistress. Good English and Drill (trained) essential. State salary, other qualifications, and full particulars. Vacancy for MUSIC STUDENT. Small premium. Address—The Misses BROWN and SIMS, Westbourne, Sheffield.

ST. MARY'S HALL, KEMP

TOWN, BRIGHTON.—Required, in September, Two Resident MISTRESSES. Evangelical. (1) First Assistant-Mistress. Experienced. Degree or equivalent. English Literature and History to Higher Local standard. (2) Science Mistress. B.Sc. preferred. Apply to LADY PRINCIPAL.

CENTRAL FOUNDATION

SCHOOL OF LONDON.—Wanted, for September—(1) FRENCH MISTRESS. Experienced. Good disciplinarian. English Graduate in Honours preferred. (2) JUNIOR SCIENCE MISTRESS (Int. Sc.), to teach few hours a week under Miss Edna Walter. Apply—Miss HANBIDGE, Spital Square.

VACANCY for a STUDENT-

TEACHER, resident, in September. Church of England. Preparation for Cambridge Higher Local, Group A, June, 1900. Applications from well-educated Girls only will be considered. Apply—The HEAD-MISTRESS, St. Catherine's School, Bramley, Guildford.

PLYMOUTH HIGH SCHOOL.—

KINDERGARTEN TRAINING DEPARTMENT.—Vacancy for Two STUDENTS. Candidates must have passed some recognized Public Examination in English subjects. For further particulars, apply to the HEADMISTRESS.

GIRLS' MODERN SCHOOL,

LEEDS.—SCIENCE MISTRESS wanted in September. London B.Sc. or equivalent preferred. Subjects: Botany, Physics, and some English. Good discipline and experience essential. Apply—HEAD-MISTRESS.

RESIDENT ART MISTRESS

(Ablett System) required in September, for small high-class Girls' School. Ordinary English subjects and Pianoforte essential. Mathematics desirable. Also FRENCH MISTRESS on mutual terms.—PRINCIPAL, Parker's Library, Harrogate.

QUADRANT SCHOOL, COVEN-

TRY.—Wanted, in September, STUDENT-MISTRESS. Preparation for London Matriculation, Cambridge Higher Local, Froebel Society, or any Musical Examination. Boarding Fees. Apply—HEADMISTRESS.

FRENCH GOVERNESS (Pro-

testant) wanted for Boarding School in Edinburgh in October. Needlework and Music desired. State fully attainments, references, and salary expected.—No. 128, Keith & Co., Advertising Agents, Edinburgh.

CRIEFF.—MORRISON'S ACAD-

EMY.—HEADMISTRESS wanted in October for the Girls' School. Salary £150. Apply not later than 15th July, with six copies of testimonials, to PATRICK MURRAY, W.S., 43 Castle Street, Edinburgh.

WANTED, in September, a KIN-

DERGARTEN STUDENT-TEACHER. Preparation for Froebel Examinations under certificated and trained teacher. Address—PRINCIPAL, Ladies' College, 7 Church Road, Penarth.

DIRECTRICE, ÉCOLE NOR-

MALE, AUXERRE, FRANCE, desires a Resident ENGLISH LADY. Good opportunities for learning French. Comfortable home. Premium required.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers with University qualifications (degree or equivalent), requiring Posts in Public or Private Schools, are invited to apply to the Hon. Sec. No commission is charged when work is obtained through the Registry, but continued membership is expected. Subscription 5s. per annum. For full particulars apply to the Hon. Sec., 48 Mall Chambers, Kensington, W.

JUNIOR English, Ablett Drawing, good Drill and Botany MISTRESS required in September. Must be good at Games, and be able to share supervision of girls in Resident School. Apply—St. Hilary's, Scarborough.

WANTED, in a high-class Ladies' School, a FRENCH LADY (Protestant) to teach advanced Music, Class Singing, French, and German. State age, salary, and experience, and send photograph to Miss REYNOLDS, Corstorphine, Rodwell, Weymouth.

KIDDERMINSTER GRAMMAR SCHOOL (SECOND GRADE).—The Governors will shortly appoint a HEADMASTER. Suitable residence provided, with accommodation for about 16 Boarders. Must be a Graduate of a British University, but need not be in Holy Orders. Stipend £150 and Headmoney, which of late has averaged about £200. 77 in School. Present allowance for Assistant-Masters, £334. Applications to be sent on or before 10th July. For further information and forms of application apply to Mr. THOS. F. IVENS, Solicitor, Bank Buildings, Kidderminster, Clerk to the Governors.

REQUIRED, in September, in a Ladies' School near London, a resident ASSISTANT-MISTRESS. Essential qualifications equal to preparing pupils for the Senior Cambridge Local in French, German, and English Grammar, and in Geography. Conversational French or German and Needlework also required. Riding and Games desirable. Apply by letter, stating age, salary, previous experience in teaching and supervision, certificates obtained, &c., to O.813 at Shelley's Advertising Offices, 38 Gracechurch Street, London, E.C.

ROCHESTER GIRLS' GRAMMAR SCHOOL.—Wanted, in September, Two Non-resident ASSISTANT-MISTRESSES. (1) Form Mistress for Form II., Kindergarten training preferred, Drawing or Needlework desirable; (2) good English and Junior Latin. Apply—HEADMISTRESS.

BATTERSEA POLYTECHNIC, S.W.—The Governing Body require the services of the following:—ASSISTANT SCIENCE MISTRESS, Salary £100, rising to £120; ASSISTANT SCIENCE MASTER, Salary £130, rising to £150; INSTRUCTOR in Manual Training and Carpentry and Joinery, Salary £130, rising to £160. For particulars send stamped addressed envelope to the SECRETARY at once.

RESIDENT MUSIC MISTRESS required, in September. Able to prepare for Examinations. Experienced. To teach Piano, also Violin and Singing. L.R.A.M. preferred. Church of England. Address—Miss STEEL JOHNSON, Blandford House School, Baintree.

COUNTY SCHOOL (DUAL), LLANDILO.—Wanted, in September, MISTRESS to teach Cookery and Laundry work, Dress-making, with general English subjects. Salary £60 non-resident. Apply, giving full particulars, to HEADMASTER.

SWINDON AND NORTH WILTS TECHNICAL SCHOOL.

Principal—F. W. SHURLOCK, B.A. (Lond.), B.Sc.

The Committee invite applications for the appointment of ASSISTANT-MISTRESS for the Day Science School for Boys and Girls, to teach English and other subjects as may be arranged. Commencing Salary £100 per annum. Forms of application, which must be returned not later than July 6, may be obtained from the SECRETARY, Technical School, Swindon.

June 16, 1899.

SALE HIGH SCHOOL, SALE, CHESHIRE.—Required, a KINDERGARTEN MISTRESS, in January, 1900. Apply, before July 12, to the HEADMISTRESS.

WARE GRAMMAR SCHOOL.—ASSISTANT MASTER wanted, September 12. French, Drawing, elementary German desirable. £60 to £70, resident. Also JUNIOR MASTER, resident. Nominal salary, help with Reading. Athletics preferred. Address—HEADMASTER.

SECOND MISTRESS wanted. French, German, thorough Drawing (Ablett), Needlework, general subjects. Experienced. Full particulars and salary required, resident, to HEADMISTRESS, North Middlesex High School, Tottenham, N.

REQUIRED, in September, in small School conducted on High School principles, Young TEACHER. Good French, Arithmetic, also Latin, Algebra, some German. Undertake some Drill. Address—Miss DU PRÉ, Glebe House, Enfield.

ST. GEORGE'S HIGH SCHOOL FOR GIRLS, EDINBURGH.—Wanted, in October, Non-resident ASSISTANT-MISTRESS to take charge of Junior Form and teach some subjects in other forms. Special subjects preferred: Geography, Drawing (Ablett's system), and Science. Candidates must have been trained to teach, must be able to maintain discipline by personal influence, and must take an active interest in School Games. Salary £80 to £100, according to qualifications and experience. Apply, with full particulars, copies of testimonials, and names of personal referees, to the HEADMISTRESS, 5 Melville Street, Edinburgh.

ST. GEORGE'S HIGH SCHOOL FOR GIRLS, EDINBURGH.—Wanted, in October, a FRENCH LADY (Diplômée) to teach French in the Upper Forms, and Needlework. Salary £100, non-resident. Applicants must have had training or experience in teaching, must have a good knowledge of English, and must be able to maintain discipline by personal influence. Applications, with full particulars, copies of testimonials, and references, to be sent to the HEADMISTRESS, 5 Melville Street, Edinburgh.

GOVERNESS STUDENT required in Girls' School, near London. To assist with junior English and Music practice. Premium first term only. Address—PRINCIPAL, Elm House, Enfield.

COUNTY SCHOOL, BARMOUTH.—Wanted, in September, ASSISTANT-MISTRESS. Subjects: Mathematics (good), Needlework, and, if possible, Class-Singing. Must teach mixed classes. Applications, stating salary, age, and qualifications, to be sent to HEADMASTER.

STUDENT TEACHER.—Wanted, in September, in a high-class School, a Girl of fifteen or sixteen. Non-resident. No premium. Preparation for London Matriculation offered; or, if preferred, good Music, Drawing, Painting, and Languages. HEADMISTRESS, West House, Forest Hill, S.E.

BRUNT'S TECHNICAL SCHOOL, MANSFIELD.—A SCIENCE MASTER required in the above School of Science after the Midsummer holidays. Experience in teaching practical and theoretical Physics and Chemistry essential. Salary £110 per annum. Apply, stating age, qualification, and experience, with copies of recent testimonials, to C. E. STACKY, B.A., B.Sc. Lond., Headmaster.

DULWICH HIGH SCHOOL THURLOW PARK ROAD, S.E.—Wanted, for September, two FORM MISTRESSES. Subjects: History (Oxford Honour School or Cambridge Tripos only), French, Model Drawing, and Physical Science. Apply—HEADMISTRESS.

NO. 3,689, in June Journal, thanks all Ladies who answered her advertisement, and regrets impossibility of replying privately to those not suitable for the vacant posts.

SOUTH-WESTERN POLYTECHNIC, MANHESSE ROAD, CHELSEA, S.W. The Governing Body invite applications for the Post of LADY SUPERINTENDENT, to manage the Day College for Women, the Domestic Economy School for Girls, and certain other Day and Evening Classes open to Women.

Other things being equal, preference will be given to candidates holding a University Degree. Salary £200 per annum.

Forms of application, together with Memorandum of Duties, can be obtained from the SECRETARY by sending stamped and addressed foolscap envelope.

Applications must be sent in not later than July 5. Personal canvassing will disqualify.

H. B. HARPER, Secretary.

COBORN SCHOOL, BOW, E.—Wanted, for September, FIRST FORM MISTRESS (large Form). Drawing (Ablett) and Needlework or Junior Class Singing desirable. Also KINDERGARTEN STUDENT. Practice in Preparatory Form and preparation for Froebel Certificate in return for services. Apply—HEADMISTRESS.

TWO Resident MISTRESSES required in September. A Second Mistress, with University qualifications, for Science and Literature and some other English subjects. Preference will be given to a trained teacher. A French Lady (Paris) as French Mistress. Both ladies must be experienced teachers, from 25 to 30 years of age, and willing to help in light supervision duties two days in each week. Must be good disciplinarians and fond of outdoor exercise and games. It will be an advantage if either can undertake Swedish drill. Address, stating fully experience, qualifications, age, and salary, with copies of testimonials, to Miss WILSON, Boston House, Meads, Eastbourne.

WANTED, GERMAN LADY to teach French, German, and Music in small Girls' School. Boarders only. Salary £40. Apply—The Misses BRIGGS, Caed Pella, Colwyn Bay.

CHISWICK AND BEDFORD PARK HIGH SCHOOL, BEDFORD PARK, W.—FIFTH FORM MISTRESS required in September. Special subjects: French, English, Games. A good disciplinarian with High School experience required. Apply—HEADMISTRESS.

YOUNG TEACHER wanted in September. Board, time for study, and experience in teaching in exchange for services. Nonconformist preferred. Must hold Senior Certificate. Miss RUSSELL, Girls' High School, Bishop's Stortford.

WANTED, in September, a Visiting TEACHER OF ARITHMETIC (Elementary and Advanced), with a knowledge of the newest methods, and experience in teaching this subject in Girls' Schools. Botany or some other Natural Science also essential. Apply to Miss COX, Birklands, Highgate, N.

WANTED, in September, Resident SENIOR MUSIC MISTRESS. Violin, Piano, and Class Singing. Apply—HEADMISTRESS, High School, Monmouth.

MARYLEBONE HIGHER GRADE AND TECHNICAL SCHOOL FOR GIRLS, 64, HIGH STREET, MARYLEBONE.—PUPIL-TEACHER or PROBATIONER required (about 15 to 19). Address—MISTRESS.

ART MISTRESS required, September, in high-class Ladies' School. Experienced. Ablett's system. Sketching. Free time given for own study. Good salary.—R. S. V. P., Messrs Jarvis, Quadrant, Bournemouth.

REQUIRED, in Ladies' School, September, experienced MISTRESS, Resident. Subjects: English Literature, Mathematics, Latin. Good salary.—R. S. V. P., Messrs. Jarvis, Quadrant, Bournemouth.

WANTED, Non-resident KINDERGARTEN AND FIRST FORM MISTRESS, able also to teach Swedish Drill. Churchwoman. Must be Trained and Certificated, and fully qualified to prepare students for Higher Froebel Examination. Address—HEADMISTRESS, Merchant Taylors' Girls' School, Crosby, Liverpool.

DONALDSON'S HOSPITAL, EDINBURGH.—HOUSE GOVERNOR (resident and unmarried) required for this Hospital, which is an endowed Institution for the maintenance and education of poor children from 7 to 14 years of age—generally about 210 to 220 children, of whom a half are Deaf and Dumb. Applicant must be either a Graduate of a University or hold a Teacher's Diploma. Age 25 to 40. Salary £250, with Board, &c. Applications with twelve copies of testimonials (printed), to be lodged not later than 14th July with Mr. R. C. BELL, W.S., 13 Hill Street, Edinburgh, Clerk to the Hospital.

WANTED, in September, at Corran, Watford, Herts, two Resident MISTRESSES. Subjects required: (1) Chemistry, Physics, and Drill or Drawing; (2) Piano, and Violin or Solo Singing. Apply to Miss JOURDAIN.

WANTED, in September, MUSIC MISTRESS (Piano and Class Singing).—HEADMISTRESS, Chesterfield High School.

REQUIRED, in September, a Resident FRENCH GOVERNESS for a Private School. Experienced. Good disciplinarian. Apply, first by letter, stating salary, &c., to Miss ANDREW, 54 Belsize Park Gardens, N.W.

LIVERPOOL COLLEGE, HUY-
TON, LIVERPOOL.—Wanted, in September,
(1) HOUSEMISTRESS. Apply to HEADMISTRESS,
stating subjects. (2) KINDERGARTEN STUDENT.
Board and residence in return for services. Prepared
for Higher Froebel Certificate.

REQUIRED, in September, TWO
Resident MISTRESSES (Churchwomen) for
provincial High School. (1) Subjects: French for
Higher Local Examinations, Drawing or junior Music.
(2) Kindergarten capable of training Students. Ex-
perience in both cases essential. Address—No. 3,780.

WANTED, in September, experi-
enced ENGLISH MISTRESS for good
Private School. Mathematics, Grammar, History,
Composition, Drill. Non-resident. Salary £80-£90.
Apply until July 15. Address—No. 3,782.

KINDERGARTEN.—A Vacancy
next September for a Non-resident STUDENT-
TEACHER in a Kindergarten in the South of London.
Preparation for Froebel Examination in return for
services. Address—No. 3,764.

REQUIRED, in September, in
good Private School, experienced Resident
TEACHER. B.A. (Lond.) preferred. Ordinary
English subjects, Mathematics, and Latin. Apply,
stating age and salary, &c., to No. 3,767.

WANTED, in September, in En-
dowed School, a MISTRESS for Form VI.
Good French essential. Apply with copies of testi-
monials, stating age, subjects, and experience. Salary
£115. Address—No. 3,772.

FOREIGN MISTRESS needed for
Girls' High School in the North in September.
French and German. Good accent absolutely essential.
Address—No. 3,777.

JUNIOR MUSIC MISTRESS re-
quired in September for seaside School. Subjects:
Piano, Violin, Class Singing. Address—No.
3,779.

WANTED, for September, in high-
class Girls' School, Resident THIRD FORM
MISTRESS. Experienced. Disciplinarian. Special
Subjects: Drawing (Ablett's), Needlework (London
Institute Diploma preferred). Must be willing to share
out-of-school supervision and assist in games. Address
—No. 3,732.

WANTED, in September, in Private
School near London, a Young JUNIOR
MUSIC GOVERNESS with good Certificates. A
little English Teaching. Drawing preferable. State
where educated. Interview indispensable. Address—
No. 3,731.

WANTED, in September, a Lady
to teach Piano and Class Singing, and to give
some general help in a small high-class Preparatory
School for Boys, thirty miles from London. Address—
No. 3,787.

WANTED, in September, in good
Boarding School, two Resident MIS-
TRESSES. (1) English, for Mathematics and
French. Graduate. Experienced. (2) Kindergarten.
Address—No. 3,785.

FRENCH MISTRESS wanted in
good High School. Must be either French or
have lived in France. Experience essential. Some
German also necessary. Address—No. 3,746.

WANTED, in September, experi-
enced MISTRESS for Form I. in High
School. Good French desirable. Address—No. 3,745.

WANTED, at 1st September,
ASSISTANT CLASSICAL LECTURER
in a Ladies' College. Stipend £125 per annum. Can-
didates must be Honours Graduates in Classics in a
British University. Apply, with testimonials, experi-
ence, and references to No. 3,741.

WANTED, in September, for a
large School, a well qualified and experienced
DOMESTIC SCIENCE TEACHER. Chief subjects:
Cookery, Laundry, and Dressmaking. Must have
good capacity as an Organizer and Lecturer. Apply,
with testimonials, terms, &c., to No. 3,740.

WANTED, in September, for a
Girls' Boarding School: (1) KINDER-
GARTEN MISTRESS, with good Drawing; (2)
PHYSICAL TRAINING MISTRESS; (3) GER-
MAN MISTRESS, to teach some Music. Resident.
Wesleyan preferred. Reply, stating age, salary, &c.—
No. 3,756.

WANTED, in September, in Private
School, North London, Two ASSISTANT-
MISTRESSES for Lower Forms, one full work, the
other mornings only. Non-resident. Moderate salaries.
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By W. E. BROWN, B.A.

"History, you have heard me say a thousand times, is the basis of all true general knowledge."—CARLYLE.

SUCCESS in teaching history may mean gratifying results in examination lists, or it may mean the inspiring of a love of the subject in our pupils which will lead them to read historical works for themselves, and give them eventually a higher appreciation of the duties of citizenship than is gained by the man who is unable to regard political questions from an historical standpoint. This second aim is certainly the more worthy of the two, and, fortunately, it is the one more easily obtainable. The first can only be realized in a limited number of instances, for the simple reason that a good memory is a comparatively rare thing, and success in an examination in history depends primarily upon ability to remember a certain amount of matter at a particular time. Future advances in the study of psychology may reveal methods by which teachers can give their pupils not only facts, but also memories to retain them. But, until such a happy time arrives, the efforts of a teacher of history—unless the period under examination be a very short one, and the examiner be content with meagre answers—are not likely to meet with as high a reward in the shape of percentages in this subject as fall to his lot in others which he teaches with less exertion and which both he and his pupils consider less interesting. In languages and in mathematics, the further the advance made the harder does it become to forget the early lessons, through continually having to make use of what was learnt in them. A lasting knowledge of the case-endings of the Latin declensions and of the factors of $a^2 - b^2$ is due more to the frequency with which they are required in future exercises than to any thoroughness with which they were mastered when first met with. But, in history, the opposite is the case; for, in spite of the continuity of the story, it is not true in this sense, even if it be so in any other, that "history repeats itself." Each event occurs once, and only once; and so it is inevitable that the nearer the approach of the end of the term's course the more hazy become the pictures of the first lessons. But the usual period taken to cover the ground between 55 B.C. and the present time is two years, or six terms. Recapitulations diminish, but by no means overcome, the difficulty. If, however, some of our pupils are laying aside more juvenile publications for "Ivanhoe" or "Westward Ho!" or "The Last of the Barons," and a few of the older ones are dipping into Macaulay or Froude, low percentages need not discourage us.

But, after all, we keep both aims before us: we teach with the object of giving our pupils real knowledge as well as enthusiasm for the subject, and we direct our energies to discovering methods which will at once assure a firm grasp of the facts and an intelligent interest in them. The predominant feature of a method may be either a school text-book, or a note-book, or a lecture; but, whatever use may be made of these agents, the hard fact remains that the pupil who is not gifted with a retentive memory can only acquire a knowledge of history by hard work on his own account. It is only by going over the lesson, in text-book or note-book, again and again, that it can be mastered. The conscientious teacher of to-day, in his horror of the dark ages when learning dates and summaries by heart was the universal plan, is particularly liable to forget that his business is not to do the work for his boys, but to assist them to work. A story told recently in the *Journal of Education* illustrates this truth. A gentleman said to a little girl attending one of the London Board schools: "Well, what do they teach you at your school?" "Oh, they teaches me everything, but I learns nothing," was the reply.

I will now submit for consideration the plan which, after trying many varieties of lesson, seems to me the most satisfactory. In brief, it is this:—The boys prepare over-night so many paragraphs or pages of a text-book; in the class next day a *viva voce* questioning upon this forms the basis of an oral lesson, in which additional information, explanations, comparisons, and illustrations are supplied, the pupils meanwhile taking notes. The next lesson begins with questions asked rapidly upon the oral teaching; recapitulations, by means of

typographed notes, are introduced from time to time, as opportunity offers.

Whatever may be the defects of this system, it has many advantages. It is a good mental exercise for boys to acquire the habit of reading a book in such a way as to be able to reproduce the gist of it. Of course, the text-book must be a good one and a simple one. I use S. R. Gardiner's "Outline" (Longmans, 2s. 6d.; or, in two parts, 1s. and 1s. 6d.). It is an ideal outline—sufficiently detailed to be interesting, and yet showing the relations of events to one another in their true proportion, containing neither too many stories of the "Alfred and the Cakes" type, nor the names of persons, places, or enactments, which one would wish to be omitted. Thus it is suitable for both older and younger readers.

A particular period of history does not come round in the school course more often than once a year at most. Hence a number of one's class have little, if any, previous knowledge of it, and are not, therefore, in the right condition to receive a lecture upon it. But, if they have read an outline the previous evening, their minds will contain something upon which one can work—in fact, "to them that have shall be given." When I have tried the reverse order, giving the lecture, or talk, or oral lesson—whichever is the right name for it—before anything had been read, I have felt like "taking away from them even that which they had."

As will appear presently, there must be a large amount of pre arrangement with regard to the additional matter which is thus imparted, but the answers of the pupils show—often with painful clearness—what their particular needs are, and previous intentions may have to be set aside in order to meet them. This is, of course, a more frequent occurrence in junior forms than in higher classes; but it is always necessary to be on one's guard against talking above the heads of one's audience, and to be ready for every kind of emergency. On the other hand, the oral instruction must not be merely haphazard, and valuable or not, or sufficient or not, according to the activity or inertness of the teacher's mind at the time. He must have prepared a carefully arranged course of notes—typographed copies of which should be presented to the class, time not allowing for their being dictated—and these should be annotated with another series of jottings from and references to his own wider reading, just as methodically set down as if he were going to lecture.

Thus, the chief art consists in raising upon the text-book foundation a building whose elevation must depend upon the age and attainments of the class which is being taught. For example, Gardiner's sentence, "William of Normandy had no rightful claim to the English crown at all, but by putting together a number of reasons, none of which was worth anything, he managed to make it seem as though he had a real claim," may be amplified into an excursus which, to a junior form, would include Edward's promise of heirship and the version of the story of Harold's shipwreck and oath, which poet and novelist make use of. The murder of Edward's brother Alfred would be added in a lesson to a middle form, while a still higher class would require some discussion upon the real nature of the oath and upon the part which the Pope took in furthering William's aims.

In deciding upon the selection of the material which is extraneous to the text-book, great care must be taken to avoid so overweighting a subject with detail as to obscure the main drift of events. Landmarks in a progress towards a definite goal must stand out clear and distinct. So must the goal itself. Hence the temptation to introduce stories from Shakespeare or from Scott's "Tales of a Grandfather," in order to add picturesqueness, may have to be resisted, on the one hand; while, on the other, we may have to boldly shut our eyes to stock questions of examination papers, and reduce the "twelve horrid, hateful battles" to five, or the longer list of the Cromwell period to a similar number, omitting the names, too, of many commanders held in high esteem at Burlington House and in Bloomsbury Square. To take a further example: neither the religious gain in the introduction of Christianity, nor the decision come to at Whitby as to the exact pattern of the tonsure, nor the events in the reigns of the Kings of Wessex, nor the work and personality of Dunstan, nor, lastly, the feudal institutions of William I., should be so treated as to allow the mind to lose sight of the gradual process by which a number of separate kingdoms became united into a compact whole. And

* A paper read at the Annual Conference of the Friends' Guild of Teachers, January 12, 1899.

when the goal is reached, and a description has been given of how 60,000 landholders all swore allegiance to the same sovereign upon Salisbury Plain, how necessary it is to recapitulate.

Graphic extracts from leading historians are, nevertheless, a great help, especially if pains be taken to read them well. The style of writing which now obtains among students of history is calm and philosophical rather than rhetorical or picturesque; but boys will always prefer the latter; and if, through such literature being thus brought before them, they acquire a taste for history, which will ultimately lead them to appreciate the thoughtful and suggestive writers of the present day, the highest aim of our teaching will be realized. Such scenes as the election of Anselm to the Archbishopric, as told by Church; the siege of Calais, by Charlotte Yonge; the death of Elizabeth, by J. R. Green; the trial of Charles I., by Foster; Cromwell driving out the Long Parliament, by Guizot; or the trial of the Seven Bishops, by Macaulay—whether the actual incidents narrated are remembered or not—cannot fail to arouse enthusiasm, and a lasting impression will be produced.

Many famous sayings also assist in driving home the main facts. "Sir, you have taught me to look for the opinion of my subjects in other places than in the House of Commons" recalls at once the high-souled patriotism of the "first great Commoner." "They are ringing their bells now, but soon they will be wringing their hands" brings before us the burly doggedness of Sir Robert Walpole. Schoolboys should be deeply grateful to the Scotch minister who dubbed James I. "God's silly vassal," and to Henry IV. for styling him, no less wittily, "the wisest fool in Christendom."

Foreign affairs ought to occupy a more prominent position in the lesson than they do in most text-books, especially with older pupils. They, at any rate, should have as vivid a conception of William Duke of Normandy as of William King of England, of Charles V. and Philip of Spain as of Henry VIII. and his children, of Louis XIV. as of James II. and William III., of Napoleon as of Wellington or Pitt.

Local colour is another valuable aid. Some neighbourhoods are less rich than others; but, if no ruined abbey, Norman keep, ancient cross, or manor house exists within the radius of a walk, origins of place names, and of names of streets even, often repay investigation. Pictures, too, are helpful. There are upwards of sixty woodcuts in the text-book which has been mentioned. Most of them are well executed, and really do illustrate some event which must be taught. They include reprints of Turner's "Battle of Trafalgar" and Hogarth's "Village Festival"; also "The Princes in the Tower," "Drake's Famous Game at Bowls," and "The Burning of Cranmer." Sets of lantern slides can be hired from various bodies; but those which I happen to have examined have generally been either series of portraits or such as would require a special lesson to illustrate them, rather than such as would illustrate ordinary lessons. A teacher who believes strongly in appealing to the eye would probably derive most satisfaction from slides of his own making. Series for different epochs, portraying the social life of the people—their dress, armour, pursuits, amusements, domestic architecture, and household arrangements—would be invaluable, and probably prove the best means of teaching this side of the subject, one to which, although so important, it is most difficult to do justice. In fact, the social history of the country has not yet been written. Historical novels are of some value in this respect, but their descriptions must be accepted with caution. One that has been re-published recently, and widely purchased, "Phra the Phœnician," by Edwin Lester Arnold, contains such anachronisms as the use of glass for the windows of ordinary dwellings in the time of Edward III., and represents the Jews as trading openly in England during the same period.

The seventeen maps which Gardiner gives are also very useful, the necessity for constant reference to them or other historical maps being obvious. The general effect of the physical geography of our country upon its history and upon the character of our race is probably treated best in geography lessons, but particular instances should be noticed under "History." Osmund Airy's text-book shows clearly how the course of the English conquest of Britain was controlled by the then existing stretches of forest land; and Macaulay's chapter on the general condition of England during the seventeenth century is instructive; but, unfortunately, it is not easy to gather information on this head.

The question whether it is well to allow one's own bias to appear in dealing with historical controversies deserves consideration. Something may be said for strongly advocating the cause of one side in treating, say, the struggle between Charles I. and the Parliament. The narrative will assume somewhat the form of a romance, with a more or less exciting plot, and so take greater hold of the class; and the youthful mind loves to have an irreproachable leader of a faultless cause given to him to worship, on the one hand, and a deep-dyed villain to hate, upon the other. But in these days of sharp party distinctions—when to be a Churchman or a Nonconformist, to be a brewer or a teetotaler, to live in a villa or in a street, in the majority of cases *itself* declares how a man will vote upon questions altogether unconnected with any of these conditions—and when, further, we cannot bring ourselves to trust the management of the elementary education of our town, or the care of its streets or its health to a man whose views on Irish Home Rule do not agree with our own, the history lesson, in the case of older boys especially, offers a grand opportunity for inculcating the duty of forming a rational opinion based upon fact, and not upon prejudice. If, for example again, the rising generation are shown that Charles I., if often wrong, was also often right, and that his opponents, too, were often mistaken and misguided, however noble the aims which animated them, it may help to bring forward the day when

The common sense of most shall hold a fretful realm in awe,
And the kindly earth shall slumber, lapt in universal law.

Those who regard such a state of things as merely a poet's vision, quite outside the pale of practical politics, ought to have heard a most suggestive lecture which Prof. Dacey delivered some two years ago in Sheffield, entitled "Reasonableness in Politics." He urged upon his hearers the importance of looking ahead in order to discover questions likely to come forward in the near future, so as to be able to study them before they are entered upon party programmes, when it becomes impossible for the best-intentioned writers to treat them quite impartially. He instanced the case of the House of Lords, and advised every one to collect information upon the working of all the various examples of Second Chambers now existing in other countries, and so be prepared to form an intelligent opinion upon any particular scheme of reform which may arise.

The teaching of older pupils calls for some further observations. In such work, unless a more advanced text-book be used, very little actual explanation will be needful, and so the lesson will assume more the shape of a lecture. The question of taking notes is an important one. Individuals will very likely be capable of taking their own notes upon the master's discourse without much aid from him; but a class as a whole can hardly be trusted to write down an abstract of it either sufficiently full or sufficiently accurate. This is probably the case even in schools where the system of taking notes upon oral lessons is generally adopted. In schools where it is not the practice in other branches of study, the labour of training boys to take their own notes in one particular branch is so great as to take all the soul out of the lesson itself. Thus, under the most favourable circumstances, some part of the notes ought to be dictated. A convenient plan is for the pupils to write the dictated notes upon alternate pages, and their own upon those opposite. Dictation is, however, a lengthy operation, and, if manuscript books could be used specially prepared for being interleaved with typographed sheets, much time would be saved. A method which consists in the pupil's own notes being made occasionally, or even always, from their own reading—directed, of course, by the master—rather than from an oral lesson, has much in its favour. In my own lessons to advanced classes, the principal change I have made in general procedure was in the matter of questioning upon the overnight preparation. The first half-hour was regularly spent in writing answers to a question selected, when possible, from a London Matriculation paper, but not previously announced, covering most of the ground traversed in the preceding lesson. These answers were afterwards corrected as to matter, accuracy, composition, and arrangement, and marked according to merit. This plan offers considerable inducement to boys to thoroughly master what they have to learn, and also tends to give facility in writing down what they know—an indispensable faculty in competing in an examination.

History cannot be properly taught without a large amount of

preparation on the part of the teacher. In Friends' schools most masters who teach it have the charge of many other subjects as well. They are not specialists, and in the smaller ones their "off" time is very limited; but, as in everything else, it is impossible to become an adept all at once. One who is quite fresh to the subject will have to be content, at the outset, with a hand-to-mouth sort of existence. His leisure hours will be sufficiently occupied with making out his course of notes, or courses, if he has charge of more than one class. He probably will not be able to study more than one book at a time; but if in successive years he reads, say, Green, Gardiner's "Students' History," Bright, and Ransome, he will find that not only does his grasp become firmer and his lessons consequently less stereotyped, but that his own interest is wonderfully increased. After this he should read, if he have not already done so, special periods in greater detail. The larger series of "Epochs," published by Longmans, well serve this purpose. The writings of Macaulay and Froude, Gardiner and Freeman, must be consulted sooner or later by all who wish to do full justice to their work. The reward is twofold. Such study, like mercy, "blesseth him that gives and him that takes," for, to quote from Dr. Stubbs:—

It is at once the process of acquisition of a stock of facts, an ignorance of which unfits a man from playing the very humblest part as a citizen or even watching the politics of his own age with an intelligent appreciation; and it is an educational discipline directed to the cultivation of powers for whose development, as it seems to me, no other training is equally efficacious.

Or, again, from Dr. Arnold:—

History contains no mean treasures. As it is the biography of a nation, it partakes of the richness and variety of those elements which make up a nation's life. Whatever there is of greatness in the final cause of all human thought and action, God's glory and man's perfection—that is the measure of the greatness of history. Whatever there is of variety and intense interest in human nature—in its elevation, whether proud as by nature, or sanctified as by God's grace; in its suffering, whether blessed or unblessed, a martyrdom or a judgment; in its strange reverses, in its varied adventures, in its yet more varied powers, its courage and its patience, its genius and its wisdom, its justice and its love—that also is the measure of the interest and variety of history.

CLASS MASTER OR CLASS MISTRESS PREFERABLE TO SUBJECT TEACHER, AS A GENERAL PRINCIPLE.*

MY subject this evening is that the class master or class mistress, rather than the subject teacher, is the ideal at which to aim in our school organization. I do not, of course, hold the untenable position that there are to be no subject teachers, but only the general principle that the system of class masters or class mistresses is better than that of subject teachers. You will observe that I am using a double antithesis—*subject teacher* and *class master* or *class mistress*. This double antithesis to me is a very significant one. For what lies at the root of my feeling in this matter is that subject teachers are more likely to be merely teachers; that they are less likely to feel themselves officers of a great society, owing to that society many various duties; or, to put it in another way, they are likely to allow the book subject to take precedence in their thoughts of the human subject; they are more tempted to work for success at any cost—success as the examiner counts success, and not as the true educator counts it. A school in which the subject teacher plays too large a part is in danger of becoming a machine for producing results tangible and easily tested. The pupil is in danger of being victimized by the teacher's ambition to stand well as a teacher of the one subject for which he or she is responsible. The *idolon scholæ*, as Bacon might have phrased it, will be a too anxious attention to the book subject to the disadvantage of the human subject.

It is true that the system of subject-teaching can be in some measure safeguarded against these evil consequences by carefully considered precautions. Thus, as far as I can understand, it is attended with less evil in girls' schools than in boys',

because the arrangements of the former permit of more supervision on the part of headmistresses than is compatible with the traditions of boys' schools or with the demands on the time of the headmasters. Again, in the University College School, over which that great ornament of our profession, Mr. Eve, has so long presided, the system of subject teachers is tempered and controlled by that of consulting masters—*i.e.*, each pupil is provided with a *patronus*, a "father in God," as it were, who is to counsel and advise him all through his time in the school, in addition to the numerous masters who teach him the various subjects of the school curriculum. A system somewhat similar, I am informed, is adopted in Germany as a sort of check to the subject-teaching there. These practices, however, present themselves to my mind as antidotes to a system in itself unwholesome and evil.

The natural, proper *patronus*, or "father in God," seems to me a class master or class mistress, who is teaching a boy or girl, for hours, at any rate, not much less than half those of the school week. These others seem to me to stand in the same relation to the more excellent way of class master or class mistress as medicine stands to food.

Of course I can but speak within the limits of my own experience—*i.e.*, I am thinking of pupils of not more than sixteen years. It must, however, be recollected that even in high schools such pupils form the immense majority. For such pupils I argue that subject teachers imply dissipation of influence, moral and intellectual. But boys and girls should be under one predominating influence during every period of their school lives. Subject-teaching puts instruction before education, mental study before formation of character.

In what I have said, then, so far, I have argued that subject-teaching is bad for the teacher, because it tends to the treatment of his pupil as a single intellectual compartment, into which is to be crowded as much Latin, French, mathematics, or science as may be, in disregard of the effect on the pupil's nature as a total entity. It is bad, too, for the pupil, because he is apt to fall a victim to these numerous compartment-packers. Influence, whether on intellect or on character, is too little concentrated. The boy or girl becomes a composition into which an ill assorted company of cooks are pouring each his own pet ingredients, with disastrous results to digestion, mental and ethical. It must be remembered, too, that the human composition is worse off than the culinary, inasmuch as each cook in this case occupies a kitchen of his own, and hence knows little or nothing of the various ingredients with which the others are feeding their common victim.

Many here will recollect that some time ago we had in this room a most stimulating and interesting paper from Dr. Gow on "School Curricula." In that paper Dr. Gow urged that, if school curricula were laid down for us by a Central Education Department, the arrangement would sooner or later lead to the establishment in every important community of type-schools. That is, no two neighbouring schools would in their curricula be allowed to overlap each other. In one, perhaps, mathematics and science would form the basis of the instruction given; in another the classics, in the old sense—*i.e.*, the language and literature of the ancient Greeks and Romans; in another, modern languages. I said the basis—*i.e.*, such defined subjects would fill by far the largest space in the school hours, though not to the absolute exclusion of other subjects. But in such a system the class masters would teach the subjects which impressed upon the school its particular type. Such subjects would be correlated—*e.g.*, science with mathematics, French with Latin, German with English, geography with history. The subject teachers would teach the subjects only which were recognized to take a subordinate position in the curriculum.

This condition of things is, it must be admitted, only an ideal. But at present in England so little attention has been given to any educational subjects from the educator's point of view that it is impossible—nay, it is not even desirable—to deal merely with the actual. This actual, in truth, is the consequence of mere tradition, of blind hazard, of ignorant palaver—of what you will—but not of forethought or of wise counsel and deliberate plan on the part of genuine teachers. The *educationalist*, not the *educator*, is writ in large and ugly letters upon our whole school system.

Hence, I am compelled in another respect to invite you to forecast the future rather than to accept the actual. In the very interesting paper we had a few weeks ago on "The Training

* Read as opening of a discussion at the Teachers' Association, Birmingham, by A. Jamson Smith, Headmaster, King Edward's School, Camp Hill.

of Teachers" from Dr. Flecker, and in the discussion that followed it, it appeared to me that insufficient attention was paid to one side of the question. The future teacher, it was fully recognized, should be trained to teach and manage his human subject—the boy or girl pupil. It was surely not sufficiently recognized that he should also be more systematically instructed in the particular subject he is to teach. These type-schools would mean that the future schoolmaster or school-mistress should, after his or her own school and University or college days were over, be able to determine what subject or subjects must be studied in addition in order to qualify for such type-schools. It would be generally recognized that for school purposes certain subjects are correlated—mathematics and science, Latin and French, German and English, history and geography. Let me say, parenthetically, that this plan would save the last two subjects from their present unfortunate destiny of being handed over haphazard to teachers whose one qualification is ignorance of, or incompetence to teach, other subjects; or, perhaps, that being somewhat inefficient, their time-table otherwise would not be full.

It may be objected that the system for which I plead makes too great a demand upon class master and class mistress—that it implies a width of attainments which ought hardly to be expected. But, from any higher educational standpoint, does it make severer demands than those made upon the subject teacher? Recollect that this implies teaching far more pupils—implies, in fact, in a large school, teaching pupils of all ages. Is the capacity to sympathize with boys and girls of all ages more common than the ability to teach two or three subjects? Is not the one capacity a commodity that, if demanded, can be supplied, whereas the man or woman really able to influence and teach pupils of all ages and in all stages of mental development has to be born? Is not, after all, the human subject, the boy or girl, with heart as well as head, likely to obtain more serious, affectionate consideration on the plan of the class master or class mistress with limited number of pupils than on that of the subject teacher with unlimited number? To revert to a matter mentioned at the commencement of this paper, I cannot help believing that class masters and class mistresses are more likely than subject teachers to act as if officers of a great society, and to take a due share in all its manifold activities. This—in the case, at any rate, of boys' schools—might be brought to the test of actual figures. Inquiry might be made in respect to some ten schools of average number of pupils: by which masters—class or subject masters—are the games and other institutions of the schools chiefly maintained. I say all this, well knowing that the rule, if it be one, has its noble exceptions. Two of the best and most enthusiastic masters I have ever known are teachers of one definite subject.

Still, my general contention is that there is danger, now that the curriculum of schools is so wide, of our drifting into a system of subject-teaching, without thinking out its consequences. And, in doing so, it appears to me that we should be abandoning—abandoning, as it were, unconsciously and blindly—one of the best of all our English traditions: the great tradition that our school system should furnish, it is true, sound instruction in the many different subjects of its present curricula; but should, above all, provide scope for the exercise of public-spiritedness and discipline of character. I plead, then, strenuously, that we should adhere to the old plan of supplementing class master or class mistress by subject teacher, and not—whether consciously or unconsciously—follow the reverse plan. Let us not forget that the old traditional system has, for generation after generation, produced *alumni* who, in years long after their leaving school, have looked back upon *alma mater* with reverence and affection. She was in their sight not merely a mistress who taught them lessons, but a mother who treated them as human beings, with hearts, and even limbs, as well as with heads.

ANNUAL MEETING OF THE TEACHERS' GUILD.

THE Annual General Meeting of the Teachers' Guild of Great Britain and Ireland was held on Saturday, June 3, at the Westminster Town Hall. The retiring President, Dr. Isambard Owen, vacated the chair after introducing the President for the forthcoming year, the Right Hon. James Bryce, M.P.

On the platform were Sir Joshua Fitch, Sir Alfred Garrod, Mrs.

Bryant, Miss E. Jones, Miss Page, the Hon. Canon Lyttelton, and other members of Council.

Mr. BRYCE then delivered his presidential address. He began by thanking the Guild for electing him to a post that had been held by such distinguished predecessors. He regarded that election not only as a personal honour, but as a mark of the approval that they, the representatives of the teaching profession, had given to the conclusions of the Royal Commission of which he had been Chairman. He proposed to avoid the hackneyed theme of legislative proposals, especially the Board of Education Bill, of which they must be all heartily tired, not only of the measure itself, but of the infinite delays that seem to beset any attempted legislation upon this subject, and to take as his subject the teaching profession. It was the main object of the Guild to organize that profession, and it might be of use and interest to its members to hear the views of an outsider. We always liked to read the opinions of Frenchmen and Americans about ourselves, and, perhaps, enjoyed them the more when we were able to correct them.

It was only of late years that the teaching profession had been able, in any true sense, to claim the name—since it had begun to disengage itself from the clerical profession, and since the women's side of it had developed. If we went back to primitive society—that, for instance, described in the "Odyssey"—we found only three professions—the prophet, the doctor, and the carpenter; to which, perhaps, might be added a fourth—the minstrel. If they went still further back, to the very dawn of human society, among savages, there was only one profession—that of the doctor or medicine-man, first differentiated into the physician and the priest. It is only at a later stage that teaching emerges as a separate profession. Late in the middle ages we find it a branch of the clerical profession. It was in elementary schools that it was first differentiated. The last step in the process of evolution was taken in our own days, when the headmaster of a grammar school was no longer of necessity a clergyman, and the governess no longer the daughter of a gentleman who had left no provision for his family, in that the profession was now, he would not say full-grown, but with a status and position among the learned professions wholly different from what was the case sixty, or fifty, or forty years ago.

To compare the teaching profession with others, it has the pull over business in so far as it entails work that is, or may be, pleasant in the doing, and stamps the worker as a person of culture. The same advantages are shared by the other learned professions of Law and Medicine, and also of Art; but each of these has its peculiar drawbacks. We all have the ghosts that afflict us, and every profession has its own specific evil as well as its own specific charm. "Quisque suos patimur manes." The Bar has great freedom, but is dependent on the patronage of the solicitor. The doctor is constantly experimenting and making science, but he finds too often that the impudent charlatan gets before him in the race. The artist has the supreme satisfaction of creating works of beauty; but there are the critics to vex his soul, and the ignorant public who, if he has made a hit, oblige him to repeat it, and descend to "pot-boilers" to earn his daily bread. The Civil servant, again, while enjoying the great advantage of permanence and of dignity, is at the mercy of his official superiors, often his inferiors in technical knowledge.

In the same way, the teacher, if he has the delight of doing work that requires high faculties, has also some considerable drawbacks to face. Beyond the necessity for the constant exercise of patience, which, it had always seemed to him, was the greatest trial of the teacher's life, if a private schoolmaster, he had to be ever thinking of conciliating parents; if a public schoolmaster, his governing body. One master, who was asked by the Schools Inquiry Commission what were the special difficulties connected with his school, replied: "Twelve governors, four visitors, to say nothing of parents and the Charity Commissioners." To meet such difficulties it behoved teachers to organize themselves, as they had done in the Teachers' Guild, to make the profession more of a distinct entity, to draw its members together, to accustom them to professional co-operation, to induce them to discuss matters of common concern, and to endeavour to bring their united forces to bear.

How far is teaching a united profession, like the Bar or Medicine, and how far may it become such? All members of the Bar, though they differ in dignity and seniority, stand, more or less, on the same footing, and have certain common interests. So, too, members of the medical profession, whether physicians or surgeons, stand upon the same footing, and have certain common interests. No profession is nearly so much a profession as Medicine; none holds so tightly together; none thinks so much of its own professional interests as predominant; and none keeps itself so much a mystery from the rest. The same holds, in a lesser degree, with engineers and other professions that might be named. But when we turned to the teaching profession, what did we see? As things now stand, the elementary schools are quite cut off from the other branches, and among themselves they are divided into Board and voluntary. In the same way, secondary schools are clearly distinguished as private or endowed; and there is a third class—University teachers, not generally reckoned as part of the profession. Now the ideal for the teaching profession was evidently that it should have as much as possible unity. If an ideal unity

were realized, it would be possible for a man to begin at the very bottom and rise to the top of his profession. The art of teaching is one and indivisible, and the same functions are exercised by the primary teacher and the University professor; nor is it altogether true to say that the professor's is the harder task. But the obstacles in the way of this ideal unity are great, and, apparently, insurmountable. The kind of knowledge required in the three grades differs vastly, and the wider the knowledge required the more costly the preparation and the higher the salary expected. And here the analogy of the medical profession breaks down entirely. It pays the young medico to begin in the slums; he is exercising his faculties and acquiring experience, just as much as if he had a fashionable practice at the West End. The same does not hold with a teacher beginning his work in an elementary school. First, a great deal of the knowledge he has gained will not be needed, *qua* knowledge, but only in so far as it makes him a better master in the art of teaching itself. Secondly, his experience is not so profiting him to the same degree as in the case of a doctor. He is not working *in pari materia*. We may allow, then, that the ideal of complete unity for the three grades is unattainable; but it does not follow that we should not work towards it. The whole profession should be interested in every part of the profession. In this sense we are all members of a common body. What is done for one class of schools benefits all the others.

What should be the relation of the teaching profession towards the State? Should it become a branch of the public service; if not, should it become a close profession like Law and Medicine? And, lastly, how far should it have representation on public Educational Authorities?

As regards the first question, there is a strong trend in that direction. The elementary teachers, though still paid locally, have virtually become a branch of the public service; still more so since the passing of the Superannuation Act. With secondary teachers there is the same tendency, since endowed schools are being brought more and more under public control and are connected with elementary schools by means of scholarships. This connexion with the State has undoubtedly tended to make schools more efficient and adds dignity to the profession. But, on the other hand, it has its dangers and drawbacks. Promotion would no longer be free, but would be determined either by seniority or by patronage, and would entail at least the suspicion of favouritism. There is only the danger that teaching might become stereotyped and variety and elasticity be lost. These objections may not be held sufficient to countervail the gains, but at least they should give teachers pause.

Should teaching be a close profession? It has to some extent become one already. How far this tendency is healthy opens out a very large question—how far is it desirable that the State should interfere in matters which might conceivably be left to private enterprise? The State, as you know, has recently been asked to audit and guarantee the accounts of friendly societies, to examine herring barrels and guarantee the number and quality. Such questions were infinite, and he would not now enter on the theory of them. All he would observe was that there was a strong tendency to make teaching a close profession on the analogy of Law and Medicine. Registration is certain sooner or later to come, and sooner rather than later; yet it would have been well if we could have got on without it.

What should be the relation of the profession to the Authorities of primary and secondary education? On principle, teachers ought to be represented both on the Central and Local bodies, not to look after their own interests, but because they possess a certain kind of experience not possessed by the rest of the public, whose ignorance on educational matters it was impossible to overrate. But there were difficulties which beset the practical application of the principle. He would merely state without attempting to solve them. First, as to Local Authorities, who should elect the representatives of teachers? Are you to have elementary teachers elected or not? If yes, then you will have them sitting on bodies that have nothing to do with elementary education. If no, then you will leave out four-fifths of the profession. There is the further difficulty with regard to teachers in private and teachers in endowed schools. Teachers in private schools are interested, but to a much less extent than teachers in endowed or other public schools will be, because the Local Authorities will have much less power over them. Therefore it is not at all an easy problem to find a proper electing constituency of teachers for these Local Authorities. Again, the Local Authorities will have to adjudge questions in which teachers are pecuniarily interested. It has been suggested that they might sit, but not have votes on such questions.

Next, as to the Central Authority. The proposed Consultative Committee will have very little power at starting; but it may in time acquire much. Here, too, if you admit elementary teachers as electors, they will swamp the secondary teachers. It must be remembered, too, that the Consultative Committee was primarily designed for questions of secondary education, and he was not at all sure that it had not been a mistake in the present Bill to give it a roving commission to deal with all questions of education. Elementary education cannot be left to such a body in the same way as secondary education might safely be left. In local elections the locality will know its best men and possibly choose them. But, when represen-

tatives have to be chosen from the whole country, the same difficulty will arise that is now felt with the General Medical Council. In these elections, he was informed, the medical newspapers played a great part; yet the advocacy of a medical newspaper would hardly be considered the best credential for a representative of the profession. An alternative method was to give the power of selecting teachers to nominating authorities. The success of that plea would depend, of course, on the amount of public spirit and wisdom with which the Crown, the Universities, or other societies used this power. He thought, on the whole, it was probable they would use it fairly well, and perhaps, until some more satisfactory method of election had been worked out than any that had hitherto been suggested, the plan of nomination was preferable. Be that as it may, the subject was a thorny one and needed all the thought the Teachers' Guild could give it. What were the limits to the kind of organized action that a body like the Teachers' Guild could undertake? The profession ought sedulously to avoid letting itself be mixed up with any political party; the less they were committed to any political party the better; any temporary gain thereby accruing would be bought at the price of greater ultimate losses. He wished here to interpose a remark that he forgot to make at the right place. On one point connected with the representation of teachers, whether on Central or Local Authorities, he thought there could and ought to be no doubt, that was that ample provision ought to be made for the representation of women. The teaching profession now included as many women as men (in the United States the large majority of teachers were women). Girls' schools have improved much more rapidly within the last thirty years than boys' schools had—they had much more lee-way to make up; the profession is almost as much organized among women as among men, and certainly the interests women had in seeing that public authorities acted wisely in educational matters were just as great. Therefore he did not think there could be the least doubt that some ought to be considered not only qualified for appointment but necessary members of these central and local bodies. He did not think that the Government or House of Commons was at all hostile to the views of the Guild in this respect.

The questions on which teachers might act collectively as a profession come under two heads—external and internal organization. Under the first head come (1) Registration. (2) Civil rights of teachers and security of tenure. Personally, he was in favour of giving a right of appeal to every one. Not only would injustice thus be avoided, but the hands of headmasters and mistresses would thereby be strengthened, for at present they often hesitate about getting rid of an incompetent assistant on their sole responsibility. If there was an appeal, they would be more ready to dismiss in cases of incompetency, as knowing that they would have an opportunity of justifying their action before an Appellate Court. In the same way he was sure there would be cases in which hasty dismissal due to passionate feeling might be avoided if the person intending to dismiss, whether a governing body or a head, knew that he would have to state formally his reason for dismissal. (3) The redistribution of endowments, which were still in many cases grossly misapplied. The great difficulty in the way of reform was that the local trustees are usually opposed to any dealing with the money; they think it means interfering with their own patronage; they have never thought about the proper way of applying these endowments; they are very much bound up with the interests of their particular town or parish, and they cannot be got to look at the matter as one of national interest. The efforts which a few public-spirited philanthropists make in this direction receive little support from the general public. They would be greatly helped if backed up by professional opinion. (4) Inspection and examination. The regulations to be laid down as to these needed careful watching. He hoped they would not be so mismanaged as they had been in elementary education, where we had frequently made the grossest mistakes with a stroke of the pen, and spent long years in endeavouring to retrace our steps. Secondary education was now on the threshold of entering that line of policy through which primary education had passed, and it behoved teachers who had an inside view of these questions, and who knew what examiners could do and what were their limits, to endeavour to give some light and leading to the general public and to administrators, including the Education Department. (5) Scholarships and free places. Under the second head they had to consider the kind of professional education that can be given to teachers and the curriculum of schools. One of the most momentous changes that had taken place in recent years was the substitution of physical science for literature and the humanities; not indeed to any great extent in the more expensive boarding schools, but mainly in the higher-grade schools and the lower middle-class schools. This change had, in his opinion, gone much too far. It tended to produce, instead of broad culture and wide sympathies, a hard, dry, gritty, infertile type of mind. Let them not mistake him. He had no wish to omit science from education. Every boy and girl should know something of natural history, and also have gained some insight into scientific method by studying the elements of at least one physical science; but this training should be superadded to literature—it was no substitute for it.

As to religious education, there were two parties who made two opposite mistakes: the religious party, who argue in favour of dogma; and their opponents, who disparage religious education altogether, and would gladly have it left out. He wished to discuss this burning question, not in a controversial, but in an educational, spirit. All experienced teachers whose opinions he had consulted were agreed that three things could be done in moral and religious training: (1) You can impart by precept and example honour and sympathy, truth and moral courage, and a capacity for entering into the feelings of others. (2) Coming more into the sphere of religion proper, you can give your pupils an intelligent appreciation of the Old and New Testament. (3) You can give religious doctrine to this extent: you can dwell, when a proper occasion arises, on the presence of God and appeal to the example of our Lord as a standard of conduct. There are two other things you can do, the one rather dangerous and the other of very slender and doubtful utility. You can play on a child's religious emotions; but that very delicate ground had far better be left to the parents. To impart distinct and specific religious dogmas seemed to him a hopeless attempt. The child does not understand, or misunderstands. Take, for instance, the distinctive dogmas of opposing schools—justification by faith and the nature of the Eucharist. Directly you try to define you get into metaphysical subtleties, which have little or no relation to the child's life. The Roman Catholics, on the one hand, and the Presbyterian Church of Scotland, on the other, have made herculean efforts to indoctrinate children in their respective creeds, but with singularly little success. He himself had been bred and nurtured on the Westminster Assembly's Catechism, but he would not say that it had either heightened or ennobled his religious conceptions. Whatever the worth of such formulas, they were not in place in schools.

What, then, were the points on which he would like to see education influence the coming generation? First, he looked to it to form public opinion from the moral and social side. The besetting sin of democracy was a want of interest in public affairs, and he looked to education to inspire citizens with a true, lively, and intelligent interest in this country. It should likewise cultivate a spirit of deference, a willingness to be guided by the opinions of the wise. Secondly, it should correct the two great dangers to which this age was exposed: restlessness, a constant desire, not only for pleasure, but for exciting kinds of pleasure, a volatile haste, a certain inconsecutive scrappiness of mind, a superficial knowledge of many things, and little serious thought about anything. There was no need to encourage the spirit of adventure. We should always have plenty of boys ready to go to Africa. The chief aim of teachers should be to make boys think for themselves. Of reading we had already too much. They should encourage in their pupils a taste for cheap but not vulgar pleasure—the pleasure of art, beauty, and nature. It was for the teacher to withstand "that great sophist the city, that comes in and corrupts our youth." He was not holding out to them any impossible ideal. He knew full well that education would attain but little of what we should all desire. Let them not, on that account, lose heart or despair. Though some of the seed that they scattered upon the stream that flowed past them might be lost, some also would be borne down to banks where it would germinate and bear good fruit. Thus, the influence that they gain as teachers might extend through those whom they might never meet again in ever-widening circles, and the ungrudging labour that they bestowed upon their pupils would be remembered by men and women who ascribed to their early training all the happiness and all the well-being of their future lives.

Mr. LYTTLETON proposed a vote of thanks to Mr. Bryce for his able, luminous, and courageous address. This was seconded by Sir JOSHUA FITCH, and carried by acclamation.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, the "Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

THE Executive Committee of Council met on June 29. The next meeting of Council will be held on the 15th inst., when the Chairman, Vice-Chairman, and the Committees for the year 1899-1900 will be appointed.

All who were present at the Annual General Meeting of the Guild, on June 3, had a full reward in the inaugural address of Mr. Bryce, the new President. A report of the address appears in this month's number of the *Journal*. Among those present on the platform were Dr. Isambard Owen (ex-President), the Rev. the Hon. Canon E. Lyttelton, Sir Joshua Fitch, Miss H. M. Jones, Mr. H. Courthope Bowen, Mrs. Bryant, D.Sc., Dr. Wormell, and Dr. R. P. Scott. Canon Lyttelton and Sir Joshua Fitch expressed in strong terms the

obligations of the Guild to Dr. Owen for the help which he had given to the society as President.

The Colwyn Bay Centre of the North Wales Branch has again voted, in annual meeting, £2. 2s. this year, from its balance, to the Teachers' Guild Benevolent Fund. Individual members at the same meeting added, in small contributions, 13s. Three other members at Colwyn Bay have between them recently paid £4. 3s. in subscriptions to the Fund, making a total of £6. 18s. received in one year from a local Centre of some thirty-two members. Corresponding liberality from all Centres would make the Fund a most valuable resource for members in temporary distress.

A paragraph in the *Queen*, May 20, 1899, referring to the Holiday Courses organized by the Guild, after giving information, adds: "Take sanitary precautions with you, especially to Lisieux. . . . Sanitation very primitive." This has led to inquiries at the Guild Offices, and the Mayor of Lisieux has been written to. His official answer states that the health record of Lisieux is better than that of most Norman towns, and that the cleansing and watering of the town are very thorough.

The Hon. President of the North Wales Holiday Association (Rev. G. Davies, J.P., Barmouth) writes that the Association will be happy to make special concessions *in the case of parties, large or small, of members of the Guild*, making use of the arrangements of the Association during the summer season. All inquiries should be addressed, "Secretary, Holiday Tours in Wales, Barmouth." The Hon. President and Hon. Treasurer of this Association are gentlemen of excellent position in Barmouth.

CENTRAL GUILD.

July 8, afternoon.—Sections B and C. Garden party at Mayfield, Old Southgate; music and recitations; by invitation of Miss Boyer Brown. Special invitations have been sent to all members of those Sections.

Section A.—On Saturday, June 17, Section A visited Loughton School, by the kind invitation of Mr. and Mrs. Vincent. A charming forest walk from Chingford to Loughton on an ideal June day, a look over the school, tea in the garden, and tennis made up a very enjoyable afternoon; and the Section is much indebted to Mr. and Mrs. Vincent for their kind thought in giving the invitation, and for the cordial welcome accorded to the members who were able to accept it.

LIBRARY.

The Hon. Librarian reports the following additions to the Library:—

Presented by the Author:—Newmann's Parsing and Analysis Scheme, by the Rev. S. C. Tickell.

Presented by Messrs. Geo. Bell & Sons:—Satura Grammatica, or Latin Critical Notes, by E. G. Beckwith; English History from Norman Conquest to Wars of the Roses, in Twenty Stories.

Presented by Messrs. A. & C. Black:—Ivanhoe, edited by J. Higham.

Presented by Messrs. Blackie & Son:—King Henry VIII., edited by D. Nicol Smith; Cicero's Catiline Orations, edited by C. H. Keene; The Odes of Horace, Book II., edited by S. Gwynn; Le Trésor de Monte-Cristo, edited by B. Proper.

Presented by Mr. A. M. Holden:—The Art of Writing English, by J. M. D. Meiklejohn; An Outline of the History of English Literature, by ditto; One Hundred Short Essays in Outline, by ditto; A New Arithmetic, by G. A. Christian and G. Collar.

Presented by Messrs. Macmillan & Co.:—The Elements of Euclid, by I. Todhunter, new edition, revised and enlarged by S. L. Loney; Cicero's Pro Cluentio, edited by W. Peterson (two copies of each).

Presented by the University Correspondence College Press:—Euripides, Hecuba, edited by T. T. Jeffery.

Purchased:—Life and Remains of the Rev. R. H. Quick, by Francis Storr (two copies); Pope's Satires and Epistles, edited by Mark Pattison, fourth edition, corrected; Contes de Fées, par Mme. Le Prince de Beaumont, edited by V. Kastner.

BEDFORD COLLEGE JUBILEE.

BEDFORD COLLEGE in the last week of last month, having completed its fiftieth year, celebrated its Jubilee on a scale that may well compare with an Oxford Commemoration week. The first meeting was a Conference held on the afternoon of the 23rd at the Portman Rooms, at which Miss Anna Swanwick presided, being supported by Prof. Jebb as Visitor of the College.

Miss Swanwick, who is now in her eighty-seventh year, gave from personal recollections a most interesting sketch of the benighted state of girls' education in the early twenties. She attended what was considered the best ladies' school (nothing so vulgar as a school for girls was then known) in Liverpool. She never remembered while she was at school having seen a map, and the teaching of languages and grammar was, if possible, worse than that of geography. Feeling when she left school like a *peri* excluded from Paradise, she had been forced to go "to

Germany to obtain that knowledge which was then a prerogative of the male sex in England. She had hailed with delight the establishment of Queen's College in 1848, and of Bedford College in 1849, as the beginning of a new era in women's education, and had gladly accepted the invitation to become a lady Visitor of the College; an honour which she shared with her life-long friends, Lady Bell and Mrs. Jameson. And she had not only "visited" the College, but attended the classes of its professors, among whom were men of such eminence as F. W. Newman, the Rev. J. A. Scott, and Dr. W. B. Carpenter. Miss Swanwick is the *doyenne* of the women's *renaissance*. To have known her is a liberal education, and those who were fortunate enough to hear her on what we hope may not be her last public appearance will remember to their dying day the grand old woman. Among the subsequent speakers we may notice in particular Miss Busk, who has been so intimately associated with the College for the last thirty years; Miss Beatrice Harraden, and Miss M. M. Trail Christie, late plague medical officer in India. The Principal, Miss Hurlbatt, was eloquent in her forecast of the larger life opened out to the College as a constituent of the new London University, the influence of a University, she said, which would not be merely that of a strict disciplinarian who tested their knowledge with hard and sometimes arbitrary judgment, but the influence of a friend to take them by the hand and lead them.

The Jubilee was continued on the Friday by a public meeting, held in the theatre of the University of London, at which delegates of every University and University college of the United Kingdom attended.

Prof. Jebb, who was in the Chair, gave a masterly *résumé* of the history of the College from its humble beginnings as the "College for Women," in Bedford Square—projected and financed by Mrs. E. J. Reid—up to its present proud position, when it was in receipt of a grant of £1,250 a year from the Treasury, and numbered 168 students, of whom 34 were resident, and would shortly form a constituent of the remodelled University of London.

The Duke of Devonshire congratulated the College as the successful pioneer of that movement for the higher education of women which had taken by assault even our older Universities. The Government, he rejoiced to find, had already recognized its worth. State aid was more needed in the higher education of women than of men, seeing that the ancient endowments had been monopolized for the benefit of men. The expansion of the College, which would necessarily follow on its incorporation with the University, would require new funds; and he hoped it would find as generous and public-spirited patrons in the future as it had in the past.

The other principal speakers were Mrs. Henry Sidgwick, Mr. James Bryce, Mrs. Henry Fawcett, Dr. J. W. Russell (Chairman of the Council), the Dean of Durham, Mr. Arthur Acland, and Miss Pearson (the late Principal of the College).

In the evening a largely attended *conversazione* was held at the College. Students and professors were indefatigable in showing to their guests the arrangements and work of the laboratories. On the Saturday there was a garden party in the gardens of the Royal Botanical Society. Over two thousand guests attended, and the proceedings fitly concluded with "Auld Lang Syne," in which some hundred past and present students and one gentleman—"the cynosure of neighbouring eyes"—took part.

CORRESPONDENCE.

ON RIME AS A TEST OF PRONUNCIATION IN THE SEVENTEENTH CENTURY.

To the Editor of The Journal of Education.

SIR,—I have no wish to prolong this discussion; but, as Mr. Kingsford's courteous rejoinder to my strictures seems to call for some reply, I hope you may be able to find space for it.

Mr. Kingsford relies on certain rimes of Dryden's as strong proof of many words having had in his time a different sound from what they have now. I contend that this evidence, while perhaps of some value in a very few cases, is, on the whole, extremely fallacious, and that his conclusions are, mostly, very doubtful. In regard to the earlier stages of our language, before a common literature had tended to fix the pronunciation of educated men throughout England, the evidence of rime would have had high value. But we have to do with the prevalent pronunciation of the seventeenth century. To my surprise, however, Mr. Kingsford now narrows the application of his evidence to the pronunciation current in Dryden's own locality. I have yet to learn that poets of culture are influenced in their riming by any *local* pronunciation; that in Tennyson,

for instance, we are to look for rimes due to any peculiarity of Hampshire intonation. They have all a common standard to which they conform. Even Scott, when not using the Northern dialect, rimes just like ordinary English poets. Dryden would pronounce like other educated men of his age.

The discussion cannot be limited to Dryden or to Tennyson; it is a question of the *general* pronunciation of both centuries. Much less may the investigation be restricted to any particular poem or poems by either author.

I maintain that, with perhaps one or two exceptions, there is nothing in these rimes peculiar to Dryden; that they occur in poets before and after him; and that they are, as a rule, fully accounted for by that common laxity, especially in resorting to eye-rimes, which I noticed in my definition of a perfect rime. This laxity is emphasized by Marsh in his "English Language," Lect. xxiii. fin. He there says: "The consequence of this perpetual repetition is a weariness of all exactness in rimes, and a tendency to great licence in the use of imperfect consonances." But Mr. Kingsford quietly passes this by, as if it were of no account.

I, on my part, am charged with overlooking his "very important conditions," viz., the nature of the poem, the critical position of the rimes, and the frequency of recurrence. The fact is, these conditions, in my view, are of much less importance than in Mr. Kingsford's. About his style and rhythm a poet will probably be more careful in a short poem than in a long one; but he will probably rime much the same as he does in a long poem, also in his "choicest efforts" as in his more ordinary productions. And, if he is a careless rimer, as Dryden notoriously was, he will probably be careless in a short poem no less than in a long one.

As to frequency of recurrence of a particular rime, that *may* count for much; but it depends on circumstances. Mr. Kingsford seems to me to make too much of this, to go too much by majorities, and almost to confound number of testimonies with weight of evidence.

He goes so far as to say that "in a poem of the length and character of 'In Memoriam' rime does not play the part it plays in such short, highly finished poems as those I quoted." But what is "In Memoriam" but a concatenation of highly finished poems? And will he venture to assert that Tennyson is at all more careful of his rimes in his shorter compositions than he is in this? In contrast to this poem he takes Dryden's "Annus Mirabilis," a "short" poem of 304 quatrains, in which, as one of Dryden's masterpieces, he supposes rime to "play a more important part" than it does in "In Memoriam," and to have more care given to it by the poet.

Now, it is a fact that in "Annus Mirabilis" there are between thirty and forty instances of imperfect rimes, exclusive of those in which Mr. Kingsford infers identity of sound. They include such rimes as *was—place*; *swam—became*; *fro—do*; and *afford—bird*.

Space will not permit of my examining all Mr. Kingsford's inferences; but let us look at two or three. Finding in "Annus Mirabilis" that *war* rimes repeatedly with *are*, *star*, and *far*, he infers that Dryden's pronunciation of *war* was *wahr*, and not *wor*, as now. He candidly admits, in one poem, the other rime, *war—abhor*; but this he puts aside as exceptional, the evidence being, he computes, 500 to 1 in favour of the sound *wahr*.

But the fact is that not only in Dryden, but in poets before him and after him, down to our own time, such sounds as *are*, *far*, *star*, are the *normal* rimes for *war*. It is so in Tennyson. Byron in "Childe Harold" links in one stanza *guitar—war—scar—jar*; and Campbell *star—jar—war—bar*. In fact, so rare is the other assonance that I can only recall Southey's—

Now tell us all about the *war*,
And what they killed each other for

—and that, I find, lies just outside of our century.

I maintain, then, that a critic writing two hundred years hence would have just as much reason for inferring *wahr* to have been the pronunciation of Tennyson or Byron or Campbell as Mr. Kingsford has for concluding it to have been that of Dryden. But we *know* that *that* inference would be utterly false; can we then depend on Mr. Kingsford's inference, based on the same premises? And I cannot see that the "historical" evidence—at any rate, that adduced—has much bearing upon the question. An almost equally common rime in Dryden

is *war—dare*, &c. ; why not rather infer that he pronounced it *ware*, nearer to the *werre* of Gower and Chaucer? I mean, of course, on the same precarious line of argument.

Another inference of Mr. Kingsford's from the same poem is that, because in it *sea* rimes with *lay*, *obey*, *prey*, *way*, Dryden pronounced it as *say*. And he adds that, if he had sounded it as we do, he would have had no difficulty in finding rimes for it. I may reply that in that very poem, v. 167, we have *seas—ease*; and that elsewhere Dryden rimes *sea* with *be*, *me*, *free*, and *we* in the singular, and with *these* and *please* in the plural. I look upon *sea—way*, *sea—prey*, as poor eye-rimes, excused in one case by the common *a*, and in the other by the common *e*. Great stress is laid by Mr. Kingsford on the supposed *time* at which a vowel-change may have taken place. I may point out that Shakespeare rimes *sea* with *plea*, and Spenser has *please—seas—appease*, in one stanza. The rime *sea—way* is found, much later than Dryden, in Cowper's well known hymn.

Lastly, let us consider once more that strange rime which sounds the key-note to Mr. Kingsford's first letter, if it does not indeed form the motive of it. I mean the astounding assonance or dissonance, *miracles—bees*. Perhaps *this* rime is peculiar to Dryden. I have found, in his works, four other instances, viz., *oracles—seas*; *chronicles—ease*; *articles—ease*; *miracles—these*. There may be more, but I have not found more. However, from such rimes Mr. Kingsford is bold enough to infer "that in Dryden's English the terminal sound was more like *lees* than *oolz*." In other words, he thinks Dryden pronounced *miraclee's*, &c.

Strange to say, however, in his second letter, he speaks of the rime as of one "in a comic poem," and hence of less evidential value. He further suggests that by it Dryden might even have been ridiculing a vulgar pronunciation. And this after speaking of that supposed pronunciation as "Dryden's English," and in spite of the fact that all but one of the five instances occur in *serious* poems—one in fact an elegy, and another a threnody.

They are, I submit, fantastic eye-rimes, accounted for by the resemblance of *miracles*, *articles*, &c., to the Greek forms *Megacles*, *Pericles*, &c., with which Dryden would be perfectly familiar, and which would be true rimes to *bees*, &c. I have shown that Dryden, in the singular, rimes *miracle* with *tell* and *well*. It remains for Mr. Kingsford to show that he rimes it with *be* or *see*; and, even if he could, the same explanation would apply.

I may add that one of these five instances, viz., *oracles—seas*, is awkward for Mr. Kingsford, for, if *sea* were sounded *say*, then in the plural it did not rime with *oraclee's*.

Chaucer, in "The House of Fame," l. 11, 12, writes—

Why this a phantom, these oracles,
I noot; but whoso of these miracles, &c.

This certainly does not seem to favour the suggested pronunciation.

In conclusion, I have to thank Mr. Kingsford for pointing out an omission or defect in my definition of a perfect rime. I ought to have added, with Latham: "Beyond that, it is necessary that the syllables should be *accented* syllables"; and perhaps, with Mr. Kingsford, that when they are open we expect the vowel sounds to be *long*. But, in practice, both of these conditions are constantly violated by the best poets.

There is indeed no end to the vagaries of English rime. Those of Browning are as well known as those in "Hudibras." In Dryden, after finding *quakers—traitors*; *authors—slaughters*, &c., we may be prepared for anything. And even Tennyson, though rarely, seems to resort to such *quasi-rimes* as *sparkles—circles*; *valleys—lilies*; and once (sad to say) couples *weather* and *ever*.

Apologizing for the length of this second and final letter,
I am, Sir, yours faithfully,
3 Sydney Buildings, Bath,
June 14, 1899.

C. LAWRENCE FORD, B.A.

MR. ALMOND ON SUPERANNUATION.

To the Editor of The Journal of Education.

DEAR SIR,—As the subject is of great practical importance, I hope you will allow me to reply to the remarks of "Ponticulus." What I argued was, not that a few rare exceptions had

happened to occur in the sphere of Church and politics, but that there was no such thing as any hard and fast line of superannuation in either of these spheres, and that I could see no reason why it should be otherwise in education. Far from these three great names I mentioned—which were all cases of deliberate selection, at an advanced age, for the highest offices in Church and State—being rare exceptions, it may safely be asserted that the majority of great recent administrators, in both the one and the other, have been even more efficient after the age of sixty than before it.

The Army is a ridiculously unfair parallel, for obvious reasons. But, if "Ponticulus" had happened to see a recent article of mine in the *Fortnightly*, and sundry letters in the *Times*, he would have observed that I strongly object to the present rules about the physical qualifications and about superannuation with regard to Army officers. The case of the Civil Service may appear to present a closer parallel; but it is one of those delusive apparent similarities, like that of the feet of the bird, which are often found in things essentially different in their nature.

Whether, even in the case of the Civil Service, the gain of more easily getting rid of senile incapacity is not more than balanced by the occasional loss of the volcanic force of genius, is a point which I need not discuss here, though I believe that if we keep only constantly grasping at obvious advantages, and so constantly moving in the direction of a hard and fast uniformity, we shall leave something like a China to our descendants. But I protest against the profession of a schoolmaster being ranked as a branch of the Civil Service.

Since the letter of "Ponticulus" appeared, the *Spectator* (June 10) has conclusively pointed out the dangerous tendency which exists in this direction. "The closing up of a profession," it says, "may be necessary, in order to secure a sufficient level of mediocrity among its members; but it is well to remember that the level gained will only be one of mediocrity. Genius will have no place in it, for genius is naturally impatient of anything that savours of trade unionism." It also points out the sameness and want of initiative which has been the result in France; or, rather, I should say, it accords with Mr. Bryce in employing this illustration. But the business of the Civil Servant is mainly administrative. He has not to work at new departures from first principles; that is the business of the legislator, or of a Minister of State, who is not dwarfed and cramped by the prospect of compulsory retirement. Neither is it his function to exercise a magnetic force on the minds and characters of others.

The schoolmaster should rather be classed with the clergyman, the statesman, and the man of letters. His is a sacred calling—a cure of souls, as well as of intellects and bodies. He has constantly to appeal to first principles, to adapt all the details of daily life to the conclusion of science and common sense; and in doing this he can use his school as a lever for moving society, where the truth is a neglected one, and the adoption of it by an individual would be as hard a task as brave old Jonas Hanway had to perform with his umbrella. The schoolmaster has to watch the ever-changing circumstances and requirements of the times in which he lives; to take what is good of the new, without losing hold of what is sound and permanent in the old. He has to show a firm front in resisting the whims and prejudices of ignorant and unreasoning individuals, or the still more dangerous and mischievous fashion of epidemic opinion. And he shares with the genuine man of letters the duty of not only doing the best he can for the average mind and character, but of moulding perhaps a very few of them, who may be the centres of light and truth and inspiration to those who in turn are to come after them. The disciple will not indeed be as his master. He will often be far apart from him in methods and in doctrines, but he will be one with him in love of truth, in reciprocity of new ideas, and in obdurate resistance to prejudice and fashion.

Now, why should the teacher be relentlessly cashiered when such powers and aims have matured, and are yearly bearing more fruit, any more than the statesman, the clergyman, or the man of letters? In all the four cases, many men, I grant, do much worse work after sixty than before. But what I am maintaining is that the men who are in any sense epoch-making do their best work after that age, and that they are the men whom any of their four professions, and the society whom they influence, can least afford to lose. Arnold may be quoted

against me. But I do not see how any one can read Arnold's letters and not see how his great spirit was mysteriously cut off in the early spring of his reforming work. Many have since said that they were "imitating Arnold," when they merely stuck fast on the last step of his arrested progress. It has been said that everything was always an open question to Arnold to the end of his days. He speaks in one of his letters of the vast untouched questions on the physical side of life. Can we doubt that, if Arnold had lived, the gigantic abuse of scholarships, meant for the poor, but perverted into making intellectual monstrosities of the sons of sufficiently wealthy men, would ever have sprung up, or that he would not have discovered the folly of choosing school officers solely by intellectual attainment. The premature death of Arnold was as great a loss to the English nation as would be that of Salisbury, or Temple, or Herbert Spencer. Nor would the fixing of a hard and fast age save us from inefficiency. I have known several cases of admirable young schoolmasters becoming utter fossils before forty. And, if such an age as sixty were fixed, few boards of trustees would like to superannuate the greatest drone before he had attained that age.

It has been said to me by a friend that liveliness is the most necessary quality of a schoolmaster, that men lose their liveliness by sixty. Do they? Why should they? If a man buries himself among his books, thinks it beneath his dignity, or not worth the time, to take more exercise than a short perfunctory walk—if he cultivates an artificial distance and solemnity with boys, whom he should treat with the geniality and playfulness of a good elder brother, he *will* lose his liveliness long before the appointed age. But, if he lives the life—which by precept and example he should teach his boys to live—a natural, hardy, largely open-air life; if he imposes upon himself and all aspirants for subordinate posts under him the duty of taking hard daily exercise in absolutely all weathers, and observing those laws of health which should be the subjects on which his teaching should be most minute and earnest; and if his study is rather a place of fun than of terror for his boys, I fail to see why he should lose his liveliness more than the statesman or the bishop does.

I write keenly on this subject, because I trust that I shall be a founder of a school, and though I am already past the age of condemnation, I have not completed my work. But this I know, that, if I do succeed in founding Loretto, one of the statutes of the school shall be that the governing body, which will probably consist of three or five "old boys," shall be bound to dismiss any headmaster whom they consider incompetent, without any reference to age, and that this shall be the only power, in matters not financial, which they shall possess over him, and that he, in turn, shall have the same power and duty with regard to his colleagues. And it shall, I hope, be provided in my will that, if my intentions, by Royal Commission or otherwise, are ever violated in this particular, and Loretto be forced to fall into line with the Civil Service, it shall cease to be a school.

It will indeed be time to throw up the sponge for the cause of education, if the spirit of trade unionism, which already is sapping our commercial prosperity, shall, in order to place a definite time limit upon incompetence, pounce like some cruel form of death upon the still gathering experience and the still increasing wisdom and enthusiasm of those rare exceptional men who are the very salt of the earth, and, with a cruelty greater than that of death, probably condemn them to be helpless witnesses of the wreck of their uncompleted work by some conventional successor, or compromising "board."

And what is the man to do with the rest of his life—torn, with workhouse cruelty, from the object of his affections? For, if a man does not love his school, so that it is like death to part from it, he should have been something else than a schoolmaster.

As I said in the letter to the *Times* out of which the present correspondence has arisen, if he is a clergyman, he may find, with sad heart, some other sphere of personal work, and plunging into it may wear off the bitterness of his separation.

But, if he is a layman, what is he to do with the rest of his life? I never cease to be thankful that I have not to ask myself that question, so that it is with no personal motive that I protest against a movement and a tendency which I believe to be both cruel to the born schoolmaster and

disastrous to the highest interests of education.—Very truly yours,
June 21, 1899.

HELY H. ALMOND,
Headmaster of Loretto.

THE CLAIMS OF THE SCHOOL BOARDS.

To the Editor of The Journal of Education.

SIR,—You have accorded me the honour from time to time of space in your columns to expose the attempts made by the School Boards to encroach upon fields of education which Parliament has not handed over to their care. May I be allowed to draw attention to one such claim set out in the address of the Dean of Manchester to the Associated School Boards on Tuesday, May 16? Dean Maclure deplored the fact that, in respect to the negotiations for the constitution of County Authorities for Secondary Education, the County Councils Association had declined to entertain for a moment the proposal that the School Boards in their area (most of which represent small rural districts and are chiefly exercised in dealing with elementary education up to about the IVth Standard) should by federation or otherwise have representatives upon the new Local Secondary Authority. "They had no intention of sitting quietly by," he said, "while the position which School Boards, especially in large urban districts within their area, had achieved should be dissipated by the constitution of a Local Authority in which they were not proportionately represented." The fallacies underlying this claim are many. In the first place it is assumed that in the forty-nine administrative counties there are generally School Boards in the "large urban districts." Now, outside Lancashire and Yorkshire it is just those very districts which have contrived to do without School Boards; in several counties two-thirds, in others three-quarters, of the urban districts are still supplied by voluntary agencies only. A second fallacy in the Dean's argument is that those School Boards had "achieved a position" in secondary education; again he has Lancashire or Yorkshire in his mind. In the year 1897 in no less than forty-two of the counties these School Boards had not a single higher-grade science school. Hence the majority of the gentlemen whom the Dean exhorted not to "sit quietly by" represented School Boards with no claim at all to touch secondary education with the tips of their fingers.

But the Royal Commission on Secondary Education, whose Report was signed by the Dean of Manchester, advised that in these counties no representation should be given to the School Board, but merely that, if persons "engaged in the management of public elementary schools" were not "found among those chosen by the County Council," they ought to be co-opted. As practically the whole of the members of every County Council are, or have been, voluntary managers or trustees of School Boards, the wisdom of the Commissioners is apparent. But in Vol. V. of the Report of that Commission I find a memorandum dealing with the advantages of putting secondary and elementary education under the same Local Authority and drawn up by Mr. Yoxall, M.P. In that paper occur these words: "It became evident to the Commission, in particular during the consideration of the constitution of the County Authority, that the existence of small School Boards and the non-existence of a County Authority for Elementary Education prevented the constitution of a composite co-ordinating Authority for the counties," such as those (*i.e.*, with School Board representatives) "proposed for London and the County Boroughs." At the end of this memorandum are the words: "I desire to express my agreement with this memorandum.—E. C. Maclure." The same obstacles exist now to the same, or even a greater, extent. May I, in conclusion, point out that, as the County Council schools and institutions are increasing daily at the rate of about 5 to 1 of those of the School Boards, the School Board Association has only to obstruct the formation of a Local Authority a little longer to lose even the small *locus standi* it has in the County Boroughs at present.—I am, yours obediently,

H. MACAN.

IRISH CATHOLIC UNIVERSITY.

To the Editor of The Journal of Education.

SIR,—In your issue for this month there is a statement in the article entitled "Ireland" that is calculated to mislead those who are not intimately acquainted with Irish University questions, and I pray for space to extend the information so as to render it less confusing.

First, after describing a movement that is to be set on foot among the Catholic students to nullify the very significant silence of the Catholic laity on the subject of a Catholic University, you continue, "but the position of the Catholics in the Royal University has always been very unsatisfactory." Have you forgotten that there are no less than six Colleges exclusively Catholic attached to this University—Maynooth; University College, Blackrock; Holy Cross College, Clonliffe; St. Patrick's College, Carlow; The Medical School, St. Cecilia Street, Dublin; and University College, St. Stephen's Green, Dublin? Also that out of the 68 Fellows and Examiners whose names are given in "Whitaker's Almanack" only 21 teach in the Queen's Colleges and the rest are at liberty to teach, and take their salaries to, the purely denominational colleges. As denominational education is not a recognized principle in the newer educational institutions of any kind in the United Kingdom, one would not expect to find a denominational University among practical politics anywhere within Her Majesty's dominions; yet the indirect endowment of these purely denominational colleges is much greater than you represent it. If the Catholic Church chooses to forbid its young people to attend the undenominational colleges, one of which at least is preponderantly Catholic in its teaching staff, why, that is a private matter that no Government can be expected to remedy.

The question of the women Fellows at the Royal is of course a distinct breach of faith, and only serves as a warning to those who advocate denominational education as to what to expect if they yield to the totally artificial demand made by a certain party for a purely denominational education in Ireland or elsewhere. Female education would regress rapidly under such a system. I say that the demand for denominational University training is artificial and originates with a minority, and the silence of the Roman Catholic laity on this question is as good a proof of this as practical observers could well need. The only Roman Catholic laity who have spoken or written on this subject have all been opposed to it.—Yours truly,

E. ALEXANDER.

[In saying that the position of the Catholics in R.U.I. was unsatisfactory, reference was of course made to the vast majority who follow the direction of their Church and do not attend the Queen's Colleges. The Catholic colleges alluded to by "E. Alexander" receive no benefit whatever from R.U., as they have no endowment and no teaching from the Fellows, with of course the one exception of the Catholic University College in Dublin, where the Catholic Fellows teach.

"E. Alexander" is in error as regards the Fellows and Examiners of R.U. The Examiners give no gratuitous teaching anywhere, and may be changed at any time. There are twenty-eight Fellows in Arts and eight Medical Fellows. In University College, Dublin, fifteen Fellows in Arts teach and four Medical Fellows. In the Queen's Colleges the remainder—i.e., seventeen—teach, with the exception of one Classical Fellow, who teaches in Magee College, Derry. In addition, the Queen's Colleges enjoy a distinct endowment of £30,000 a year—no Catholic college receiving any such endowment. Denominational education prevails both in primary education and secondary education in Ireland. While it is true that many educated Irish Catholics express themselves in private conversation as opposed to a teaching University under the direction of the Church, we do not know of a single instance in which it has been opposed by them publicly.—ED.]

THE CHEMISTRY OF THE FUTURE v. EXAMINATIONS.

To the Editor of the Journal of Education.

DEAR SIR,—In your last issue Mr. Wilcox gave an interesting account—somewhat reminiscent of Perkin and Lean—of how chemistry might and should be taught. To many, if not to most, teachers of the subject, the adoption of such a course is simply impossible. Where would the examination results be? What syllabus could it be made to fit in with? When every University, every college, every profession, to say nothing of County Councils, chemists, apothecaries, and plumbers, have their own special examination and their own special syllabus, what can the teacher do, in an ordinary secondary school at least? His pupils want to take various examinations, and, if he won't prepare them specially, off they go to another school

forthwith. So, being but mortal, he patches up a compromise to the best of his ability between education and cramming, and leaves out phosphorus and its compounds for one, and puts in a few lessons on potassium and sodium for another; gives one set preparations and simple quantitative work, and another mixtures of two bases and one acid, test-tubes, and so on.

South Kensington, with all its red-tape and registers, has advanced a step in the right direction in chemical teaching. Its elementary syllabus of practical work is distinctly encouraging, and allows a fair amount of freedom. The teachers in the so-called "schools of science" are even given a free hand to make out their own course of work for the first two years. Why should this privilege be denied to science teachers in other schools? After a year's work—good, bad, or indifferent—their pupils are, as likely as not, given some next to impossible problem, as has happened twice recently. All examinations are, to some extent, a lottery; but a three hours' examination in practical chemistry is by far the worst, as an accident to the apparatus, or any one of a dozen other mischances, may ruin the work of the best student. In the good time coming, either practical examinations will give place to inspection or the examination will be spread over a longer time—preferably the former. In the aforesaid schools of science, inspection has already supplanted practical examination for the first two years, I believe, and no good reason exists why the same should not happen in all "recognized" schools.

When one turns to "theoretical chemistry," how does the "chemistry of the future" stand in regard to examinations? It would be possible to name one or two examining bodies who set questions on simple "researches"—soap, chalk, coal, air, and water, and other simple matters that can be dealt with in the way Mr. Wilcox suggests (of course, I am only referring now to elementary papers). The mainstay of the examiners connected with South Kensington—and even more so, I am afraid, of the University Locals—is still definitions, equations, formulæ, and *hoc genus omne*. How can these things be taught best? By experiment, deduction, and induction, or by cramming from a text-book? Every educationist says: "Let the student do everything for himself that is possible; let him discover this and that for himself, reason it out, and when he has gained sufficient knowledge and understanding introduce him carefully to equations and the rest. But the teacher, whose reputation and livelihood depend on the tangible results of his instruction in the shape of certificates and scholarships, knows that "discovery" takes time, and "individual research" is a long process. He has so many hours per week for chemistry and such and such a syllabus to get through and revise in the year. The natural and unavoidable result is easily imagined.

The multiplicity of examinations and the cut-and-dried nature of the various syllabuses are an almost insuperable bar to the proper teaching of chemistry, and of most other subjects.

French, Latin, history, literature, all suffer acutely from the examination fiend. How will it end, or who will undertake to amend the evil? Will the Central Authority, assisted by the Advisory Council, step in and regulate examinations and examiners, or will the body of teachers rise up in arms against the burden, and by strike or boycott, or some more orthodox measures, bring about an amelioration? I have in my mind a school, and not a large one, where pupils are being prepared for examinations by nine different bodies this summer term. Where else but in free and easy England would such a thing be tolerated? Every year adds to the number, and yet the educational world does nothing but grumble occasionally, its main care seemingly being whether School Boards are to have 30 per cent. or 50 per cent. representation on the Local Education Authorities.

The regulation of examinations is to a great extent in the hands of the teachers themselves, but it requires united action. Isolated and sporadic efforts on the part of one teacher, or even of one association, will be of little good unless the association includes the majority of teachers of a group of subjects or of a particular grade of school. There seems to be too much expectation of what the promised Secondary Education Bills are to do. A great deal can be done without legislation—witness the famous Clause VII. Examinations are, or ought to be, made for the school; at present too many schools seem solely to exist for the examinations; and education, teachers, and pupils all suffer in consequence.—I am, Sir, yours, &c.,

June 15, 1899.

SCIENCE.

SONNENSCHN AND NESBITT'S "ARITHMETIC."

To the Editor of The Journal of Education.

SIR,—We copy *verbatim* from your issue of this month from an adverse review of our "New Science and Art of Arithmetic." Your reviewer (page 376) says: "On page 182, for example, the following is the method given for reducing $\frac{88776}{88776}$ to its lowest terms:—

$$4) \quad \frac{61776}{80784} \quad 4) \quad \frac{15444}{20168} \quad 9) \quad \frac{3861}{8048} \quad 3) \quad \frac{422}{881} \quad \text{ix)} \quad \frac{143}{187} \quad 17).$$

" Nothing is gained by this arrangement ; a far better [*sic*] one being :

$$“\frac{81779}{80784} = \frac{15144}{20198} = \frac{3861}{5049} = \frac{439}{581} = \frac{143}{187} = \frac{13}{17}.”$$

We ought, then, to have put the sign of equality instead of the vertical line, and ought to have omitted the several divisors. As the two processes are in every other respect absolutely identical, it comes to this, that in our explanation we ought not to have explained. As for the substitution of the sign of equality for the vertical line, we think that this is to be deprecated—such fractions are generally part of a quotient. Let it be $1419\frac{1}{3}\frac{1}{2}$; if the computer uses the sign of equality, he will either write $1419\frac{1}{3}\frac{1}{2} = \frac{2}{3}$, which is false, or he will write $1419\frac{1}{3}\frac{1}{2} = 1419\frac{2}{3}$, which is laborious. On the other hand, $1419\frac{1}{3}\frac{1}{2} \mid \frac{2}{3}$ is a convention, which meets the difficulty.

But, really, is it not utterly absurd to waste time on such trivialities, when numerous questions of great importance to education and to the study of elementary mathematics wait for public discussion? For example :—

1. Owing to the wise action of the Education Department, rule-of-thumb arithmetic is now universally discarded, and we have to choose between inductive and deductive processes of reasoning. Will none of your reviewers grapple with this problem—rise to the height of this argument?

2. Should the gradual extension of the meanings of symbols be taught at all, or, if taught, to what extent? And, if not taught, how ought multiplication and division by fractions to be dealt with?

3. As it is now proved and largely understood that money can be decimalized mentally, and *currente calamo*, ought not all arithmetic books to be wholly revolutionized, and money multiplication and division, as well as practice, be reduced by more than 75 per cent. ? Or, to enter into details :

4. Is it wise, or otherwise, to base division by fractions on reciprocals?

5. On the use of the sign of equality: in what sense and under what limitations is it true that $3 = \frac{3}{1}$?

6. Ought questions such as

$$\frac{4 \cdot 285714 \times 1 \cdot 054 \times 6 \cdot 125}{2 \cdot 72 \times 1 \cdot 083 \times 2 \cdot 8}$$

on which your reviewer animadverts, to be set at all? We took this problem from an examination paper by a University examiner, and it is a very proper question to discuss to what extent standard school-books should be compelled to defer, in the words of Sir Clements Markham, to the "system of competitive examinations, which had proved to be the great enemy of education and learning."

7. Should "properties of numbers," integral and fractional, be taught at all? Or, if taught, to what extent? And so on, and so on.

We are passing through a period of transition in our arithmetical studies, and the number of weighty questions urgently requiring decision is very great. Let reviewers qualify themselves to deal with them, and then they will no longer trade in mere generalities and trivialities, and they will earn the gratitude of authors quite as much as, or more than, that of the public.—We are, Sir, yours, &c.,

A. SONNENSCHIN.
H. A. NESBITT, M.A.

COLONIAL AND FOREIGN NOTES.

FRANCE.

MUCH satisfaction is expressed with the third annual Congress of Teachers in Secondary Schools that was held a few weeks ago. The discussion of widest interest was concerned with the teaching of morality. "Is there ground for introducing theoretical instruction in morality into secondary schools?" ran the question in the agenda, and the Congress sought to formulate an answer to it. Everybody was agreed that moral teaching is the soul of all teaching—not merely one of the obligations of the teacher, but the very essence of his function, the end of all his efforts, his supreme *raison d'être*. And everybody agreed also that such teaching must bear on social duties, the duties of the citizen and the patriot. But when it came to a discussion of the particular question there was considerable difference of opinion. Some, smarting apparently under the reproach that has lately been levelled at the secondary schools that they are mere nurseries of functionaries

with little or no social spirit, urged that in all classes, from highest to lowest, there should be instituted regular lessons in morality, with especial reference to the duties of citizens. It was even urged by a few that it would be well to prepare boys and girls to make an intelligent choice between the different systems of morality at as early an age as possible. To all this it was replied that the moral teaching "which makes a man of the child and a citizen of the man" has always, both implicitly and explicitly, formed an integral part of secondary education ; but that to make set lessons of it in the way proposed would reduce it to the level of other school subjects, and make it no longer a matter of feeling, but of rote. It was pointed out further that not only is the critical method in morality unsuited to the age of the majority of the pupils, but that by introducing them prematurely to different systems there would be the risk of doing the very opposite of what was intended — of provoking, that is, a sort of moral anarchy, and of encouraging the dangerous fascination that paradox and extravagance have for the young mind.

The latter counsels prevailed, and by a large majority the Congress passed the following resolution :—"Seeing that both the matter and manner of all instruction bear more and more on moral and social education, and that practical morality, whether in its methodical teaching or in the education of the *lycée*, has a concrete social basis which allows the teacher to avoid dogma and sectarianism, while fully respecting the liberty of conscience of his pupils, this Congress rejects the proposal for lessons in theoretical, speculative, and critical morality for any but the highest classes ; but at the same time suggests that lectures on moral subjects and of a character entirely practical should be instituted outside the regular classes, and that all pupils should be encouraged to associate themselves as far as possible with suitable forms of philanthropic activity." Whether the work of the Congress meets with official recognition or not, it seems certain to us, after reading the Report, that no single member of the eighteen hundred present can have gone back to his or her class-room without a strong feeling of solidarity and encouragement ; and it is ultimately in the interests of the class-room that congresses and conferences are held.

In the primary school this matter of moral teaching has for some considerable time been systematically dealt with, though, till a few years ago, not with any very satisfactory results. The official Report for 1898 for the large district controlled by the Academy of Paris speaks in the following very plain terms of the former system:—"A few definitions, an elaborate classification of duties, lengthy arguments as unintelligible to the children as they were useless, and finally a long list of arid precepts with no root in the feelings to make them serviceable—that is the sort of thing we have had to put up with for only too long, but of which to-day, thanks especially to the devotion of our teachers, there is scarcely a trace left." The newer methods—of which the Report speaks in terms of the highest praise—are nowhere so summarily characterized, and can only be gathered from scattered indications. An attractive reading, for instance, is declared to be of more value than a definition; a free and easy chat, in which the teacher speaks from his heart, better than a long series of even decisive arguments. Appeals to the intelligence are not, of course, prohibited, but are to be used with discretion. Morality, it is admitted, must be rooted in reason; and reason must preside over the discussions of the everyday facts of life, "which are so useful in familiarizing children with the delicate and important problems created at every step by opposing principles and duties." It is, in short, never to be forgotten that the supreme end of this instruction in morality is "to awaken even in the school the child's powers of discernment and to place a sound judgment at the service of a strong will. . . . To-day, more than ever, must boys and girls learn to distinguish between false and true honour, between genuine solidarity and mere *esprit de corps*, between a generous patriotism and the hateful fanaticism that so often usurps the name, between heroic well-founded courage and unbridled strength and dishonourable violence. Nothing is more practical than such teaching as this, and nothing can be more easily based on clear, positive distinctions that afford on the one hand a large scope for illustration, and on the other make continual appeals to common sense."

The practical results of the new movement are, as the Report admits, extremely difficult to measure. On the side of the teachers there is much conviction, much conscientious activity, and an increased understanding—the best of them “love to seek in the silence of meditation for the word that reaches the soul and stirs the heart.” Nor does this need any special gifts—“it is sufficient to be oneself, to speak with the accent of conviction, and so give a personal character to one’s teaching. Some men are still slaves to the text-book, but others, “speaking from the fullness of their hearts, show themselves to be the best pedagogues by putting on one side all idea of pedagogy.” As for the children, they are said, for the most part, to take a keen interest in the work, and a large amount of evidence is quoted as to the effects it has on them. Some, for instance, have taken to saving their money “in order to prove to themselves that they are capable of sacrifice and can control their lower inclinations.” Others, by a similar desire, have been cured of greediness. The particular instances may mean little in themselves, but they point clearly enough to the spirit of

the teaching. "From the first dawn of reason," says the writer of the Report, "I would have children familiarized with the idea of sacrifice, and the highest praise in the school reserved, not for the cleverest, but for those who show themselves to be most capable of moral effort."

Much as some people seem to dread it, there can be little doubt that systematic moral education will some day find its way into schools all over the world; and then these careful records of the earlier attempts will have considerable historical value.

As the result of the labours of a Special Commission appointed to investigate the teaching of French in the lowest classes of the secondary schools, a somewhat drastic circular has just been issued. There is to be no more "puerile paraphrasing" and no more special study of homonyms, synonyms, and etymology. Recitation, reading, grammar, analysis, and dictation are the great things needful. Composition even only takes second rank. "Written exercises," says the circular, "should not be too frequent. Above all must they be simple and deal always with the concrete." Very much importance is attached to the choice of passages for recitation, which "for a considerable time will form almost the only intellectual food of the child. How essential, then, that nothing either insignificant in matter or mediocre in form should be graven on his memory!" Much attention is to be paid to reading aloud, and much care exercised, first in choosing passages, and then in not overloading them with explanations. In grammar the circular leaves the choice open between the two methods—from example to rule, from rule to example. It only insists that "in either case rule and example must unite in the child's mind; and in no case must the rule remain a mysterious form of words, to be committed to memory without being understood." In analyzing the logical and grammatical sides are not to be separated. "The different elements of a proposition are to be defined, not from the point of view of their place or form, but from the part the particular word plays in the group." Throughout much stress is laid on the importance of oral exercises, and subtleties are everywhere to be carefully avoided.

Nothing very new, perhaps, in all this, but carefully compiled pedagogic instructions of this sort, sown periodically broadcast through the land, cannot but affect the quality of the harvests.

UNITED STATES.

Another experiment that seems worth recording is one reported lately to the New York Association for Child Study. An elaborate

list of questions was drawn up, to which eight hundred children (of grammar school grade) and their parents were induced to reply. The analysis of the replies is certainly interesting, and here and there instructive. It is always useful, for instance, "to see ourselves as others see us," and that any of us can do in the replies to the question—somewhat delicate it must be admitted—"Without mentioning names, give your reasons for liking your favourite teachers." In the report these replies are dealt with under four heads, as follows:—(1) The favourite teacher's attitude towards pupils. Here are some characteristic comments. "Just as nice in school as out of school." "They like their scholars and do not act as if teaching was a disagreeable occupation and the scholars a stupid lot." "Treat all alike." "Fair, just, cheerful, jolly, patient, uses common sense, is a good disciplinarian, strict, allows no fooling." (2) The favourite teacher's method of conducting recitation. "Explains lessons and makes them clear." "Is definite and explicit." "Holds you responsible for every part of the lesson." "Does not talk all the time about marks." "Does not criticize you in class, but talks quietly with you after school." (3) The favourite teacher's manner and temperament. "They are not cross." "Do not make cutting remarks." "Even-tempered and self-controlled." "Do not cross when you do not know your lesson well." "If you are embarrassed, encourages you." "Says, 'Please.'" "They do not fly at you when you make a mistake." (4) The favourite teacher's method of discipline. "Strict but not cranky." "Not always growling and sarcastic if you make a mistake." "We very much dislike a sarcastic teacher." "I like the ones who are very particular." "I like the teacher who is strictest, because you have to get your lessons or be ashamed." "They have perfect order in the room." "Keeps the room so quiet that I can always make a good recitation."

But who cares, after all, for the opinion of mere children? Tell teachers what educated men think of them, and it may be they will listen. Here, then, is the frank opinion of a superintendent of Chicago: "In almost all cases I can tell a schoolmaster, whether I meet him in the street or elsewhere. These teachers carry with them the mannerisms of the schoolroom. This should not be. Among my acquaintances is a whole army of these masters. I shun as much as possible all those who bear this atmosphere with them. The occupation of schoolmaster is a very honourable and exalted position, but a person should not be lost in it. Some think that unless they read all the educational literature published they are not up to the times. I would rather be crucified or die to-day than read all the school publications placed upon my desk or even allow them to be read to me."

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provincial Local Centres:—viz., Birmingham, Bristol,
Leeds, and Manchester.

The Diplomas are of three grades—Associate, Licen-
tiate, and Fellow.

The Theory and Practice of Education is an obliga-
tory subject for each grade.

Candidates are not required to pass in all subjects at
one Examination.

Examination fee, One Guinea; the local fee at the
Provincial Centres is 10s.

Candidates at the July Examination may also be
examined *practically* for Special Certificates of *Ability
to Teach*. The fee for the Practical Examination is
One Guinea.

The following Prizes are awarded:—Theory and
Practice of Education, £10; Classics (Greek and
Latin), £5; Mathematics, £5; Physical Science, £5;
A "Doreck Scholarship," of the value of £20, to the
candidate who, having attended two Courses of the
Lectures for Teachers delivered at the College during
the preceding twelve months, and having passed the full
examination for a College Diploma, stands first in the
Examination in the Theory and Practice of Education.

The Regulations for the above Examinations may be
obtained on application to the Secretary. The papers
set at the Examinations held in 1898 are printed in the
College Calendar, price 2s. 6d., free by post.

C. R. HODGSON, B.A., Secretary.

London University Examinations.

Free Guides.

A GUIDE TO MATRICULATION, INTER. ARTS,
INTER. SCIENCE, INTER. LAWS, OR
B.A. EXAMINATION,

Containing full information with regard to the above
Examinations, will be sent free on application to

The Secretary,

UNIVERSITY CORRESPONDENCE COLLEGE
(London Office),

32 RED LION SQUARE, HOLBORN, W.C.

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THE MISSES CROMBIE, assisted
by efficient teachers, train students for the
Froebel Society's Examinations. A limited number
of boarders are received. On Wednesday mornings,
from 10.30 to 12 o'clock, visitors are admitted to the
Kindergarten.

The College reopens September 19.

UNIVERSITY EXAMINATION

POSTAL INSTITUTION,

With which the "University Correspondence Classes"
(founded in 1882) are incorporated.

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Courses for many University Examinations

ESPECIALLY THE

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AND

TEACHERS' DIPLOMAS

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and Medical Examinations of the

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Locals and for University Examinations generally.
Schools Examined.

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long papers are set—Hektographed notes supplied,
in addition to correcting Student's answers—Large
Lending Library.

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U.E.P.I. Candidates passed the Cambridge Higher
Local during 1898-8 (four years), 48 with
distinction.

Two of the three successful candidates in the
Teachers' Diploma Examination (London Univ.), 1897,
were prepared by this Institution. Medal secured in
the Cambridge Senior. Several Scholarships obtained
at different Colleges. Of the candidates who worked
through the ordinary course in any group, there were
at the Cambridge Higher Local Examination last
December no failures, and last June only two failures.
Four candidates prepared successfully for the M.D.
(Lond.), 1898.

Except for three A.C.P. candidates, there have been
no failures during the last five years among candidates
who have taken our ordinary course at *any* Teachers'
Diploma Examination.

For Prospectus, names of Tutors, Books written by
them, and all particulars, apply to the MANAGER.

(See also Advertisement on page 482.)

EDUCATIONAL AGENCY (Established 1833).

HEADMISTRESSES AND PRINCIPALS of Public and Private Schools, in Great Britain and Ireland, in the Colonies, and on the Continent, &c., who are desirous of engaging Graduates, Undergraduates, Trained and Certificated High School Teachers, Foreign, Music, Kindergarten, or other Senior or Junior Teachers, can have suitable Ladies introduced to them (**free of any charge**) by stating their requirements to **Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents, 34 Bedford Street, Strand, London.** List with particulars of vacant appointments in Schools forwarded to English and Foreign, Senior and Junior, Assistant-Mistresses on application. Liberal salaries. Schools transferred. No commission charged to purchasers. Pupils introduced to English and Continental Schools.

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Vice-Principal—Miss PENSTONE.

Students (Resident and Non-resident) trained for the Examinations of the National Froebel Union, and for the Teachers' Diploma of the College of Preceptors.

A High School for Girls, Transition Class, and Kindergarten, are attached to the College for purposes of demonstration and practice.

ST. GEORGE'S TRAINING COLLEGE FOR WOMEN TEACHERS.

This COLLEGE provides a complete course of training for well-educated women who intend to become TEACHERS. The Course includes attendance at Professor Laurie's Lectures on Education at the University of Edinburgh, and Practice in Class-teaching in several schools.

Several BURSARIES of £30 are offered annually. The College year begins in October.

Apply to the PRINCIPAL, 5 Melville Street, Edinburgh.

SCHOLASTIC.—Headmasters and Principals of Public and Private Schools requiring Graduates or other well qualified English or Foreign Assistant-Masters are invited to apply to **Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Tutorial Agents (Established 1833), 34 Bedford Street, Strand, London,** who will introduce suitable candidates **free of any charge.** List with particulars of vacant appointments in Schools forwarded to Assistant-Masters on application.

UNIVERSITY COLLEGE OF NORTH WALES, BANGOR.

(Incorporated under Royal Charter, and a Constituent College of the University of Wales.)

Principal—H. R. REICHEL, M.A., late Fellow of All Souls College, Oxford.

Subjects.	Professors.
Greek.....	W. Rhys Roberts, M.A., late Fellow of King's College, Cambridge.
Latin.....	E. V. Arnold, M.A., Litt.D., late Fellow of Trinity College, Cambridge.
French & German.....	Frederic Spencer, M.A. (Camb.), Phil. Doc. (Leipzig).
History.....	J. E. Lloyd, M.A., Lincoln College, Oxford.
Constitutional History.....	The Principal.
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Philosophy.....	James Gibson, M.A., Fellow of St. John's College, Cambridge.
Mathematics.....	G. H. Bryan, Sc.D., F.R.S., late Fellow of Peterhouse, Cambridge.
Welsh.....	J. Morris Jones, M.A., late Scholar of Jesus College, Oxford.
Physics.....	Andrew Gray, M.A., LL.D., F.R.S.
Chemistry.....	J. J. Dobbie, M.A., D.Sc., late Clark Fellow of Glasgow University.
Biology.....	R. W. Phillips, M.A. (Camb.), D.Sc. (Lond.), late Scholar of St. John's College, Cambridge.
Zoology.....	Philip J. White, M.B. (Edin.), F.R.S.E.
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Education.....	J. A. Green, B.A.

Inclusive Tuition Fee, £11. 15. a year. Laboratory Fees additional on the scale of £1. 15. per term for six hours a week.

The College Courses qualify for the degrees of the University of Wales, and include most of the Subjects for Degrees of London University in Arts and Science. Students wishing to graduate in Medicine in the Universities of Edinburgh and Glasgow can make one Annus Medicus at this College. Special provision is made for Electrical Engineering. There is a Day Training Department for men and women and a Department for the Training of Secondary Teachers.

The average cost of living (in lodgings) and tuition at Bangor for the Session (33 weeks) is from £30 to £40. A Hall of Residence for Women, under the supervision of Miss Mary Maude, who is the College Lady Superintendent of women students, is now open. At the Entrance Scholarship Examination (which commences in September in each year) over 20 Scholarships and Exhibitions, ranging in value from £40 to £10, will be offered for competition.

For detailed information as to Courses, Entrance and other Scholarships, &c., apply to the Secretary and Registrar, J. E. LLOYD, M.A., Bangor.

UNIVERSITY COLLEGE OF NORTH WALES.

(A Constituent College of the University of Wales.)

DEPARTMENT FOR THE TRAINING OF SECONDARY TEACHERS.

(Recognized by the Cambridge Syndicate.)

Lecturer in Education—Mr. J. A. GREEN, B.A. (Lond.), assisted by Miss C. GRAVESON, B.A. (Lond.), and Mr. F. NORTHROP, B.A. (Vict.).

Preparation is offered for the Cambridge Diploma (Theoretical and Practical), and for the Teacher's Diploma of the University of London.

Full particulars of the Course (which is open to both men and women students), Fees, Scholarships, &c., may be had on application to the REGISTRAR.

UNIVERSITY COLLEGE OF SOUTH WALES AND MONMOUTHSHIRE.

Secondary Training Department for Women Teachers.

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Full Course of Professional Training, especially in preparation for Intermediate or High School Teaching.

Students are admitted in October or January, and are prepared for the Examinations of the London Teachers' Diploma and the Cambridge Teachers' Certificate.

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Full particulars may be obtained from the REGISTRAR, University College, Cardiff, January, 1899.

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BEDFORD COLLEGE, LONDON
(FOR WOMEN),YORK PLACE, BAKER STREET, W.
Principal—Miss ETHEL HURLBATT.

The Session 1899-1900 will begin on Thursday, October 5th.

Students are expected to enter their names between 2 and 4 on Wednesday, October 4th.

Further information on application to the PRINCIPAL.

BEDFORD COLLEGE, LONDON
(FOR WOMEN),YORK PLACE, BAKER STREET, W.
DEPARTMENT FOR PROFESSIONAL
TRAINING IN TEACHING.*Head of the Department*—

Miss HANNAH ROBERTSON, B.A.

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The Course includes full preparation for the Examinations for the Teaching Diplomas granted by the Universities of London and Cambridge held annually in December.

THE DATCHELOR TRAINING
COLLEGE, CAMBERWELL GROVE, S.E.In connexion with the Datchelor Collegiate School for Girls. *Governing Body*—The Worshipful Company of Clothworkers of the City of London.*Principal*—Miss RIGG.*Mistress of Method and Lecturer*—Miss CARPENTER; Assisted by other Teachers and Lecturers.

This College provides a full Course of Professional Training for Women Teachers, together with abundant opportunity for regular class teaching in a school of over 400 pupils. Special provision is made for instruction in Physiology and Hygiene, Elocution, Drawing, and Ling's Swedish Drill. Students are prepared for the Examination of the Cambridge Teachers' Training Syndicate. A comfortable Hall of Residence is provided for Students in the Training College. Terms moderate. A Free Studentship (Training and Residence) will be awarded in September. For conditions apply to the SECRETARY.

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BERG'S PHYSICAL TRAINING COL-
LEGE, Dartford Heath, Kent (formerly at Hampstead).**

The College, which is conducted on strictly hygienic principles, was opened in 1885, with the view of training educated women as Teachers of Scientific Physical Education—the object of whose work will be: to spread the knowledge of Physiology, Anatomy, and Hygiene; to teach Gymnastics, Cycling, and outdoor Games (Lawn Tennis, Cricket, Hockey, Basket-Ball, &c.) in Girls' Schools and Colleges; and to give Medical Gymnastics and Massage under medical superintendence.

The Course of Training extends over two years. At the end of the Course examinations are held and certificates of theoretical knowledge and practical efficiency in teaching awarded to successful students.

The College is situated on very high ground, gravel soil, on the confines of an extensive heath, half an hour from town. It stands in its own fine grounds of fourteen acres, including Out-door Gymnasium, Cycle Track, Cricket and Hockey Grounds, Lawn Tennis Courts laid down in cement.

No student from this College need be without remunerative work. Salary £100 and upwards.

Students admitted in September.

Full particulars may be obtained from the SECRETARY.

THE HYGIENIC HOME

and

COLLEGE OF PHYSICAL CULTUREprovides a thorough training for ladies (as teachers) in the principles and practice of *Hygiene, Swedish Gymnastics, and Vegetarian Cookery*.

The course extends over two years, and complete theoretical, as well as practical, training is given.

Examinations are held and certificates given to successful students.

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The Leasowes stands in its own extensive grounds, and is surrounded by beautiful woods. Its bracing air, elevated position, and charming situation make it an ideal place for a College of Health. It has an excellent Gymnasium fitted with Swedish apparatus, also fine Gardens.

Elocution, Dancing, Gardening, Games, &c., are also taught as a means of Health and Physical Culture.

Students are admitted in September, age 18 to 30. Apply for particulars to Miss ANSTEV, The Leasowes, near Halesowen, Worcestershire.

**LONDON
MATRICULATION,
JUNE, 1899.****167****SUCCESSSES**

WERE GAINED BY STUDENTS OF

**University Correspondence
College.****FOR THOSE WHO HAVE FAILED**A Short Course for January, 1900, is provided.
Fee for all Subjects, £3. 13s. 6d.Classes in this Course and in the Ordinary Course for June, 1900, commenced on July 29th. *Students can make arrangements for having back lessons.***FOR THOSE WHO HAVE PASSED.**

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FEES (Full Preparation in all Subjects):—

Inter. Arts	£10 10 0
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THE SECRETARY,University Correspondence College London Office,
32 Red Lion Square, Holborn, London, W.C.**Scholastic, Clerical,
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(ESTABLISHED 1880.)

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A Lady with experience in High School work wanted to join a Lady in opening a high-class Day School for Girls in good residential suburb of large Northern town.3. **SCHOOL TRANSFER.**—
Nucleus of Preparatory (Day and Boarding) School for Boys, at health resort on the South Coast. Moderate fees. Rent £110. Vendor will accept capitation fee on Pupils transferred.4. **SCHOOL TRANSFER.**—
Day and Boarding School for daughters of gentlemen, at one of the principal watering places on the South Coast. Gross receipts exceed £2,000. A purchaser must have capital to take over the furniture, fixtures, and leases, but very easy arrangements about goodwill would be made with a suitably qualified lady.5. **SCHOOL TRANSFER.**—
Day School for Boys at seaport town in the South of England. About 40 pupils. Rent £55. Premium £180.6. **SCHOOL TRANSFER.**—
Old-established Day and Boarding School for Girls at fashionable South Coast watering place. Nine Boarders; four Day Pupils. Receipts about £1,100. Easy terms of transfer.7. **SCHOOL TRANSFER.**—
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A Lady, an experienced teacher with sufficient capital, wishes to acquire a thoroughly high-class Day School for Girls in the immediate vicinity of London, preferably Bayswater or South Kensington.

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SUCCESSSES.

LONDON MATRIC., 1892-98: 58.

INTER. ARTS AND SCIENCE AND PREL. SCI., 1892-1898: 85, 5 IN HONOURS.

FIRST M.B., I. B.A., 1891-96: 24, 5 HONOURS. B.SC., 3.

B.A., 1897: 5, 1 IN HONOURS.

SCIENCE SCHOLARSHIPS: Guy's, 1892, Westminster, 1894 and 1896.

OXFORD & CAMBRIDGE ENTRANCE: 18.

OXFORD CLASSICAL SCHOLARSHIP: 1.

INDIAN CIVIL: 1. ROYAL UNIVERSITY: 80.

MEDICAL PRELIMINARY: 75.

DORECK SCHOLARSHIP, 1895 and 1896.

LEGAL PRELIMINARY, FIRST CONJOINT EXAMINATION: 25.

HONOURS MATRIC., JUNE: 1. M.A. CLASSICS, 1898 and 1899: 2. B.A. and B.SC., 1898: 11.

MATRIC., 1899: 5.

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2. A LADY and her friend, both having successful High School and Private School experience, desire to purchase a DAY SCHOOL, with or without a few Boarders, conducted on High School lines, in London or home counties. Capital from £1,000 to £2,000.

3. **THE PRINCIPALS** of a high class School for Daughters of Gentlemen in the North desire to remove their School to the South in about a year's time or less. They desire to purchase the nucleus of a high-class SCHOOL, with good Premises, Garden, and Recreation Grounds, either in the neighbourhood of London or at a fashionable Seaside Town. Can provide ample capital, and would probably bring about 14 Boarders.

4. TWO LADIES (one a Scholar of Newnham, with high Honours in Natural Science Tripos, the other with first-rate High School experience) wish to purchase a successful SCHOOL for Girls. Capital up to £1,000, if necessary.

5. LADY PRINCIPAL of Preparatory School for Boys in the North wishes to purchase DAY PREPARATORY SCHOOL for Boys in or near London. Capital available £500.

6. **THE PRINCIPAL** of a School is prepared to purchase a good-class BOARDING and DAY SCHOOL for Girls, or Boarding School, in a healthy London suburb or on South Coast. Capital £500 to £1,000. Could bring Pupils.

7. A CLERGYMAN and his Wife (Principals of a well-known and high-class Girls' School in England) desire to purchase a first-class LADIES' SCHOOL in Paris or the neighbourhood as a Branch of their own School. Capital available up to £2,000, if necessary.

8. A STUDENT of NEWNHAM (Honours in the History Tripos), who has had some School experience, wishes to purchase a Partnership in a SCHOOL for Girls on modern lines, in the neighbourhood of London. Capital £1,000, or more if necessary.

THE FROEBEL EDUCATIONAL INSTITUTE,

TALGARTH ROAD, WEST KENSINGTON, LONDON, W.

Chairman of the Committee—Mr. W. MATHER.

Treasurer—Mr. C. G. MONTEFIORE, M.A.

Secretary—Mr. ARTHUR G. SYMONDS, M.A.

TRAINING COLLEGE FOR TEACHERS.

Principal—Madame MICHAELIS.

Who is assisted by a Staff of competent Teachers.

KINDERGARTEN AND SCHOOL.

Headmistress—Miss BOYS SMITH.

Further particulars may be obtained on application to the PRINCIPAL.

SCHOOL TRANSFER AGENCY.

(Established 1888).

*Proprietors—Messrs. GRIFFITHS, SMITH, POWELL & SMITH.**Offices—34 BEDFORD STREET, STRAND, AND 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.***Schools Transferred and Valued. No charge whatever will be made to Vendors of Schools or School Partnerships by Messrs. Griffiths, Smith, Powell & Smith, unless a sale is effected or agreed upon.****SPECIAL NOTICE TO VENDORS.**

As Messrs. Griffiths, Smith, Powell & Smith have at *all times* the names of a *large number* of intending Purchasers of Schools and School Partnerships on their books, they have every confidence in stating that they can *reality* effect a sale of any desirable Property they may be instructed to dispose of. All instructions relating to the Transfer of Schools and School Partnerships receive the *personal* attention of one of the Partners of the firm.

NO COMMISSION CHARGE WHATEVER WILL BE MADE BY MESSRS. GRIFFITHS, SMITH, POWELL & SMITH TO PURCHASERS OF SCHOOLS OR SCHOOL PARTNERSHIPS.

Applications from intending purchasers are solicited for the following properties:—

LONDON, S.W.—GIRLS' BOARDING AND DAY SCHOOL. Income £1,700 to £1,800. 28 Boarders, 56 Day Pupils. Rent only £110. Goodwill and very valuable furniture £1,500. School increasing each term.—No. 6,277.

NEAR LONDON.—BOARDING AND DAY SCHOOL FOR GIRLS. Income about £500. 6 Boarders, 20 Day Pupils. Splendid premises, with grounds of 1½ acres. Only one term's income by way of premium.—No. 6,176.

LONDON, N.W.—GIRLS' DAY AND BOARDING SCHOOL. 4 Boarders at 60 guineas and 27 Day Pupils at 3 to 10 guineas per term. Excellent locality. Price for goodwill, with School and nearly all household furniture, about £400.—No. 6,287.

WORCESTERSHIRE.—BOARDING AND DAY SCHOOL FOR GIRLS. 12 to 17 Boarders, 26 Day Pupils. Fees for Boarders, 45 to 60 guineas; Day Pupils, 6 to 18 guineas. Fine premises, property of vendor. Price for goodwill and furniture, £900.—No. 6,278.

MIDLANDS.—BOARDING AND DAY SCHOOL FOR GIRLS. No. of Boarders 12. No. of Day Pupils 27. Excellent house and grounds. Goodwill, school and nearly all house furniture £650.—No. 6,364.

KENT.—GIRLS' DAY SCHOOL, with Preparatory Department. No. of Pupils 26. Terms average £10. Rent of good house in centre of town, large rooms, only £30. The nominal sum of £150 will be accepted for goodwill.

LONDON, N.W.—First-class LADIES' BOARDING AND DAY SCHOOL. Gross income £600; but large increase expected next term. 5 Boarders, 18 Day Pupils. Others promised. Splendid premises. Rent only £130. Price for goodwill, school and household furniture, including 4 pianos, £600.—No. 6,368.

YORKS.—GIRLS' BOARDING AND DAY, in important Town. Gross income £600; net £150. 9 Boarders, 31 Day Pupils. Rent £60. Price for goodwill, school and household furniture only £350.—No. 6,362.

CHESHIRE.—BOARDING SCHOOL FOR GIRLS with few Day Pupils. 25 Boarders, 8 to 10 Day Pupils. Income £1,100 to £1,200. Excellent Home and Grounds (property of vendor). Rent £100. Goodwill to be arranged.—No. 6,286.

SURREY, near London.—GIRLS' DAY SCHOOL, with 3 Boarders. Income £600 to £650. No. of Day Pupils 39. Rent of good house in fine position £75. Goodwill £300.—No. 6,363.

LONDON, W.—First-class BOARDING SCHOOL FOR GIRLS. 17 Boarders. Income about £900 or more. Goodwill only £200. Furniture at valuation.—No. 6,279.

KENT.—BOARDING AND DAY SCHOOL FOR GIRLS. 6 Boarders, 42 Day Pupils. Income £425. Goodwill, splendid Iron Room, and nearly all furniture £400.—No. 6,289.

LONDON, N.—GIRLS' DAY, with 2 Boarders, 35 Day Pupils. Income about £380 to £400. Goodwill £100. School furniture £50.—No. 6,348.

LONDON, N.W.—GIRLS' DAY SCHOOL. 30 Pupils. Income about £400. Rent £55. Goodwill £250.—No. 6,282.

KENT.—GIRLS' BOARDING AND DAY SCHOOL. 7 Boarders, 30 Day Pupils. Income about £500. Reasonable offer accepted.—No. 6,281.

KENT.—DAY SCHOOL FOR GIRLS, with 4 Boarders. 40 Day Pupils. Income about £400. Splendid Premises. Goodwill £150.—No. 6,288.

SOMERSET.—KINDERGARTEN, PREPARATORY, and UPPER SCHOOL FOR GIRLS. Income, £480. 55 Pupils. Rent only £48. Goodwill, £200.—No. 6,290.

N.B.—A complete list, containing the particulars of Girls' or of Boys' Schools and School Partnerships for sale, will be forwarded by Messrs. Griffiths, Smith, Powell and Smith to intending Purchasers on application.

LONDON UNIVERSITY EXAMINATIONS.

PRIVATE TUITION MAY BE TAKEN UP DURING THE SUMMER VACATION.

DAY AND EVENING CLASSES

FOR THE

MATRICULATION

AND OTHER

Examinations of London University

Commence at University Tutorial College, Red Lion Square, Holborn, as follows:—**MATRICULATION** (January and June), Monday, September 11; **PRELIM. SCI.**, Monday, September 18; **INTER. ARTS, B.A., INTER. SC.**, and **B.SC.**, Monday, October 2. Evening Classes are held in Organic Chemistry for Inter. M.B., Inter. Laws and LL.B.; Mental and Moral Science, Botany, and Geology for B.Sc.

The number of successes during the last two sessions at London University was 602, with 53 places in Honours, and over £1000 was gained in 1898 in Hospital and Entrance Scholarships.

Prospectus on application to

THE VICE-PRINCIPAL, University Tutorial College, Red Lion Square, Holborn.

ST. MARY'S HOSPITAL MEDICAL SCHOOL, PADDINGTON, W.

THE WINTER SESSION begins on October 2nd with an Introductory Address, at 3 p.m., by Mr. H. G. PLIMMER.

The ANNUAL DINNER will be held in the Evening at the King's Hall, Holborn Restaurant, Dr. SIDNEY PHILLIPS in the Chair.

ENTRANCE SCHOLARSHIPS IN NATURAL SCIENCE.

One of £144, two of £78, 15s., one of £52, 10s., two of £57, 15s. (these two open to Students from Oxford and Cambridge), will be awarded by Examination on September 21st and 22nd.

There are Sixteen Resident Appointments in the Hospital open to Students without expense. The School provides complete preparation for the higher Examinations and Degrees of the Universities. Special attention is directed to the fact that the authorities of the Medical School have for the first time thrown open all the Special Classes for the higher Examinations free to Students.

The Residential College is at present at 33 and 35 Westbourne Terrace, W. Terms may be had on application to the Warden, Mr. H. S. COLLIER.

NEW OUT-PATIENTS' DEPARTMENT.

The New Out-Patients' Department, which covers an area of over 20,000 superficial square feet, was opened in May. It occupies the entire ground floor of the New Clarence Wing, which, when completed, will also provide additional wards and a Residential College for Medical Officers and Students.

ENLARGEMENT OF THE MEDICAL SCHOOL.

The New School Buildings and Laboratories, begun in the Midsummer vacation of last year, were completed by the middle of the Winter Session. The Physiological Laboratories have been further increased, and form a series of rooms which occupy the whole of the first floor of both the old and new buildings.

A fresh Laboratory, fitted with electric light and all modern improvements, for the study of Biology, Pathology, and Bacteriology, has been added.

The whole of the Buildings hitherto used for the Out-Patients' Department of the Hospital has been apportioned to the Medical School for purposes of new Laboratories, Class-rooms, and a new Museum. A complete reorganization of the Pathological Department has lately been made, with provision of extensive new Laboratories for Pathology and Bacteriology, and an improved Museum for Pathological Specimens with a special Anatomical Department.

HOSPITAL STAFF.

Consulting Physicians—Sir Edward Sieveking, M.D.; Sir William Broadbent, Bart., M.D., F.R.S.
Consulting Surgeons—Mr. H. Spencer Smith, Mr. Field (Aural), Mr. H. Howard Hayward (Dental).
Physicians—Dr. Cheadle, Dr. Lees, Dr. Sidney Phillips; *Out-Patients*—Dr. R. Maguire, Dr. A. P. Luff, Dr. H. A. Caley.

Physicians Accoucheurs—Dr. Montague Handfield-Jones, Dr. W. J. Gow (Out-Patients).

Surgeons—Mr. Edmund Owen, Mr. Herbert W. Page, Mr. A. J. Pepper *Out-Patients*—Mr. A. Q. Silcock, Mr. J. Ernest Lane, Mr. H. S. Collier.

Ophthalmic Surgeons—Mr. G. A. Critchett, Mr. H. Juler.

Aural Surgeon—Dr. William Hill.

Skin Department—Mr. Malcolm Morris.

Throat Department—Dr. Scanes Spicer.

Dental Surgeon—Mr. Morton Smale.

OTHER LECTURERS, &c.

Physiology—Dr. Waller, F.R.S.;
Mr. W. L. Symes (Assistant Lecturer).

Chemistry—Dr. A. P. Laurie, M.A.

Mental Diseases—Dr. T. B. Hyslop.

Tropical Diseases—Dr. John Anderson, C.I.E.

Bacteriology—Mr. H. G. Plimmer.

For Prospectus, apply to the SCHOOL SECRETARY.

Biology—Mr. W. G. Ridewood.

Anæsthetics—Mr. Henry Davis.

Casualty Physician—Dr. Poynton.

Medical Registrar—Dr. John Broadbent.

Surgical Registrar—Mr. Ashdowne.

Curator—Dr. Dodgson.

G. P. FIELD, *Dean*.

ST. THOMAS'S HOSPITAL MEDICAL SCHOOL,

ALBERT EMBANKMENT, LONDON, S.E.

THE WINTER SESSION of 1899-1900 will open on Tuesday, October 3, when the Prizes will be distributed at 3 p.m., by Professor T. CLIFFORD ALLBUTT, M.D., F.R.S., in the Governors' Hall.

Three Entrance Scholarships will be offered for competition in September, viz., one of £150 and one of £60 in Chemistry and Physics, with either Physiology, Botany, or Zoology, for First Year's Students; one of £50 in Anatomy, Physiology, Chemistry (any two), for Third Year's Students from the Universities.

Scholarships and Money Prizes of the value of £500 are awarded at the Sessional Examinations, as well as several medals.

Special Classes are held throughout the year for the Preliminary Scientific and Intermediate M.B. Examinations of the University of London.

All Hospital Appointments are open to Students without charge.

Club-rooms and an Athletic Ground are provided for Students.

The School Buildings and the Hospital can be seen on application to the Medical Secretary.

The fees may be paid in one sum or by instalments. Entries may be made separately to Lecture or to Hospital Practice, and special arrangements are made for Students entering from the Universities and for Qualified Practitioners.

A Register of approved Lodgings is kept by the Medical Secretary, who also has a list of local Medical Practitioners, Clergymen, and others who receive Students into their houses.

For Prospectus and all particulars apply to Mr. RENDLE, the Medical Secretary.

H. P. HAWKINS, M.A., M.D., Oxon., *Dean*.

INFORMATION OFFICE, OXFORD.

Director—C. C. ORD, M.A.

For all inquiries as to the University and Education generally.

SCHOLASTIC AGENCY, PARENTS ADVISED,
EXAMINATIONS CONDUCTED,
LIBRARY AND SECRETARIAL WORK.

THE MIDDLESEX HOSPITAL MEDICAL SCHOOL.

THE WINTER SESSION, 1899-1900, will commence on Monday, October 2nd. Mr. JOHN MURRAY, F.R.C.S., will deliver an Introductory Address, after which the Prizes gained during the previous year will be distributed.

Two Entrance Scholarships (value £100 and £60) will be open for competition on September 21st and 22nd.

One Entrance Scholarship (value £60), open to Students of the University of Oxford and of the University of Cambridge, will be competed for on September 21st and 22nd. Notice in writing to be sent to the Dean, on or before September 14th.

Besides Scholarships and Prizes, there are annually Eighteen Resident Hospital Appointments open to Students without extra fee.

The Composition Fee for general Students for the whole Medical Curriculum is 135 guineas. Special provision is made for Dental Students and for Candidates for the Preliminary Scientific (M.B.) Examination.

Special terms are made in favour of University Students who have already commenced their medical studies and of University of London Students who have passed the Preliminary Scientific Examination.

The New School Buildings, which provide large and fully equipped Laboratories for Physiology, Pathology, and Bacteriology, as well as a new Dissecting Room and Chemical Department, are now in regular use.

The Residential College adjoins the Hospital, and provides accommodation for thirty Students.

Prospectuses and all particulars may be obtained from

W. PASTEUR, M.D., *Dean*.

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BOYS are prepared for the Entrance and Scholarship Examinations of the Public Schools. Very young boys are under the charge of thoroughly qualified ladies. Fees 80 or 100 guineas, according to age. Principals—Miss BRAHAM and Mr. and Mrs. E. R. BREAKWELL.

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The University Examination Postal Institution has just published several books bearing on the **Cambridge Higher Local Examination**. Amongst them are—

(1) HISTORY OF FRANCE,

1180-1314 A.D.: The Growth of the Absolute Feudal Monarchy. With Four Maps, illustrating changes in territory owned in France. By A. F. DODD (First Class in the History Tripos, Cantab. 1897). 2s. 6d. net, or, with postage, about 2s. 8d.

"Lucid and interesting."—*Literary World*.

(2) SYNOPSIS OF THE SAME PERIOD, IN TABULAR FORM. By the same Author. 1s. 6d. net, or 1s. 7d. post free.

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(3) A GUIDE TO THE CAM-

BRIDGE HIGHER LOCAL EXAMINATION. By the Tutors of the Institution. Containing particulars as to books recommended for 1899 and 1900, and general suggestions for a method of study, and statistical tables. Second Edition. Price 1s., or post free, 1s. 1d.

[N.B.—Any candidate for this Examination can obtain gratis by writing to the Manager of the Institution advice as to the best books to study for her group or groups.]

The Institution has also published, with the permission of the University Syndics, the FRENCH, GERMAN, and ARITHMETIC Papers set at recent Examinations, with and without Answers, and it has other books for this Examination in course of preparation.

(See also Advertisement on front page.)

THE LONDON HOSPITAL MEDICAL COLLEGE.

THE WINTER SESSION commences on October 2nd.

The Annual Dinner will be held in the College Library on Monday, October 2nd, Dr. HERMAN in the Chair.

The Hospital is the largest in the kingdom; over 800 beds are in constant use, and no beds are closed. Being the only general hospital for East London, it is for a million and a half people—the practice is immense. In-patients last year, 11,622; out-patients, 175,512; accidents, 17,370; major operations, 2,260.

Appointments.—Owing to the enormous number of patients, more appointments, salaried and resident, are open to Students than at any other hospital. Sixty of these Qualified Appointments are made annually, and more than 150 Dressers, Clinical Clerks, &c., appointed every three months. All are free to Students of the College. Holders of Resident appointments have free board.

Scholarships and Prizes.—Thirty-four Scholarships and Prizes are given annually. Seven Entrance Scholarships will be offered in October.

Special Classes are held for the University of London and other higher Examinations. Special entries for Medical and Surgical Practice can be made. Qualified Practitioners will find excellent opportunities for studying the rarest diseases.

A reduction of 15 guineas is allowed to the sons of members of the profession.

Enlargement of the College.—The new Laboratories and Class-Rooms for Bacteriology, Public Health, Operative Surgery, Chemistry, Biology, &c., are now in full use.

The Clubs Union Athletic Ground is within easy reach of the Hospital.

Luncheons or dinners at moderate charges can be obtained in the Students' Club.

The Metropolitan and other railways have stations close to the Hospital and College.

For Prospectus and information as to residence, &c., apply personally, or by letter, to

MIle End, E. MUNRO SCOTT, *Warden*.

BEDFORD. — CRESCENT HOUSE LADIES' COLLEGE.—Spacious buildings. Visiting Masters. Resident Foreign Mistresses. Tennis, Gymnastics, Riding, &c. Terms 60 guineas. Address—Mrs. E. CARROLL, Bedford.

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On a thoroughly individual system, which ensures to each student the closest care and attention. Weak subjects receive special help. Fees may be based on success.

Single subjects may be taken—Latin, Greek, French, German, Italian, Mathematics, Mechanics, Physics, Chemistry, Logic, Psychology, Political Economy, &c.

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The Staff includes Graduates of London, Oxford, Cambridge, and Royal Universities, Science Medalists, and Specialists.

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"Your notes have been suggestive and helpful. Your system is the right one, and conscientiously carried out will produce the best results."—(Intermediate Arts.)

"I can scarcely express to you my deep gratitude."—(First Div. London Matric.)

"I must thank you for the trouble you took in preparing me. Your questions in Latin and Greek are very searching, and I found in the examination that in these two subjects especially I had derived much benefit from your assistance."—(First Div. London B.A.)

"I thank you for your careful and conscientious discharge of your duties in my preparation."—(Honours London Matric.)

For Terms, Testimonials, &c., address—

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BURLINGTON CLASSES,

27 CHANCERY LANE, W.C.

THE LANGHAM UNIVERSITY SCHOLASTIC AND TRANSFER AGENCY.

Offices—3A LANGHAM PLACE, W.

Principal—T. BUTLER, B.A.

For sale, two high-class LADIES' SCHOOLS in London; Goodwill and School Furniture £400 and £450. For sale, a well-known LADIES' SCHOOL on the South Coast; Goodwill £500, with House and School Furniture. Partnership: LADY PARTNER required for good School in Germany, with £400 capital. For sale immediately, for reasons of health, a high-class BOYS' SCHOOL at a fashionable sea-side resort; Goodwill £400. LANGUAGE AND CIVIL SERVICE SCHOOL in London, partnership offered. Capital required £500.

Several minor schools for sale, all bearing strict investigation and showing good profits. Several ladies and gentlemen with capital varying from £500 to £2,000 who desire to buy suitable boys' and girls' schools. All communications should be addressed as above.

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Headmasters and Headmistresses are invited to make their requirements known for the coming Term. Assistant-Masters and Governesses should apply now for rules and lists of vacancies. No booking fee.

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Special reductions offered to Members of the Scholastic and Clerical profession insuring with the Law Life Society and the Law Accident Society, through the Langham Agency.

All communications should be addressed as above.

REGISTRY FOR KINDERGARTEN TEACHERS.

(In connexion with the Froebel Society.)

Parents and Principals of Schools who require Kindergarten Teachers should apply to the SECRETARY of the Froebel Society, 4 Bloomsbury Square, London, W.C.

ENGINEERING AND CHEMISTRY.

CITY AND GUILDS OF LONDON INSTITUTE.

SESSION, 1899-1900.

THE COURSES OF INSTRUCTION at the Institute's Central Technical College (Exhibition Road) are for Students not under 16 years of age; those at the Institute's Technical College, Finsbury, for Students not under 14 years of age. The Entrance Examinations to both Colleges are held in September, and the Sessions commence in October. Particulars of the Entrance Examinations, Scholarships, Fees, and Courses of Study, may be obtained from the respective Colleges, or from the Head Office of the Institute, Gresham College, Basinghall Street, E.C.

CITY AND GUILDS CENTRAL TECHNICAL COLLEGE.

(EXHIBITION ROAD, S.W.)

A College for Higher Technical Instruction for Students not under 16 preparing to become Civil, Mechanical, or Electrical Engineers, Chemical and other Manufacturers, and Teachers. Fee for a full Associateship Course, £25 per Session. Professors:—

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Electrical Engineering	W. E. AYRTON, F.R.S., Past Pres. Inst. E.E.
Chemistry	H. E. ARMSTRONG, Ph.D., LL.D., F.R.S., Dean of the College for the Session.
Mechanics and Mathematics	O. HENRICI, Ph.D., LL.D., F.R.S.

CITY AND GUILDS TECHNICAL COLLEGE, FINSBURY.

(LEONARD STREET, CITY ROAD, E.C.)

Provides Courses of Intermediate Instruction for Day Students not under 14 years of age preparing to enter Engineering and Chemical Industries. Fees £15 per Session. Professors:—

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Mechanical Engineering and Mathematics	W. E. DALBY, M.A., B.Sc., M.I.M.E.
Chemistry	R. MELDOLA, F.R.S., F.I.C.

City and Guilds of London Institute,
Gresham College, Basinghall Street, E.C.

JOHN WATNEY, Hon. Secretary.

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UNDER THE DIRECTION OF

FRAÜLEIN WILKE.

Students are trained in all branches of Gymnastics on the German, Swedish, and English systems.

Fencing, Swimming, Life-Saving, and Outdoor Games.

Massage and Medical Gymnastics.

Lectures on Physiology, Hygiene, Anatomy, and Elocution.

Students are prepared for the Examinations of the British College of Physical Education, the Gymnastic Teachers' Institute, and the Amateur Gymnastic and Fencing Association.

The course of Training extends over two years.

Fee, 72 guineas (which may be paid in terminal instalments of 12 guineas).

For further particulars and arrangements for Boarders, apply to the LADY SUPERINTENDENT. Detailed prospectus may be obtained from the SECRETARY, price 2d.; by post, 2½d.



SOUTH-WESTERN POLYTECHNIC, Chelsea, S.W.



Full Illustrated Prospectus of Men's or Women's Classes, 2½d. each, post free, from THE SECRETARY, South-Western Polytechnic, Chelsea, S.W.

DAY COLLEGE FOR WOMEN.

Term commences 25th Sept.

Classes in Art, Science, Music, Languages, Literature, Elocution, and Domestic Economy. Commercial Training. Training for Lady Secretaries. Physical Training. Complete Preparation for all Exams. of London University. Fees, £15 per annum.

DAY COLLEGE FOR MEN.

Term commences 25th Sept.

Course of Mechanical, Electrical, or Civil Engineering, or Applied Chemistry. Thorough Commercial Training. Classes in Art, Science, Music, Languages, Literature, and Elocution. Fees, £15 per annum.

SOUTHPORT PHYSICAL TRAINING COLLEGE.

The most perfectly appointed institute in the country for Physical Training.

Beautifully situated close to the Sea.

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MRS. ALEXANDER, and assistants.

Lecturers { FRANCIS NEWSHAM, F.R.C.S.
Rev. W. A. BULPIT, M.A.
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Objects: To train Ladies as Scientific Teachers of Physical Education. All branches and systems taught. Educational establishments supplied with efficient teachers.

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14 THE CRESCENT, BEDFORD.

Directors:

The Rev. R. B. POOLE, D.D., Bedford Modern School; and others.

Headmistress—Miss AMY WALMSLEY.

A thorough training is given at the above College to Students preparing for the National Froebel Union Examinations.

Opportunity for Class Teaching is afforded in the Kindergarten, Transition, and Preparatory Classes of the School.

A Residence for the Students will be opened after the Summer Vacation.

For terms and particulars apply to the SECRETARY, 26 Mill Street, Bedford.

THE OWENS COLLEGE. MANCHESTER.

HALL OF RESIDENCE FOR WOMEN STUDENTS.

(ASHBURN HOUSE, VICTORIA PARK, MANCHESTER.)

Warden—Miss HELEN M. STEPHEN.

The Hall (which is in connexion with Owens College) will be opened in October next. Fees for board and residence, 12 to 20 guineas per term (eleven weeks). At least three Bursaries offered. The Owens College supplies training for secondary teachers (Victoria Teacher's Diploma). Applications from intending residents to the Warden or the Secretaries.—Miss A. M. COOKE and Prof. S. ALEXANDER, Owens College.

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English and Foreign Schools or Family Homes recommended free of charge. Tutors, Governesses, Teachers of Special Subjects, Lady Nurses, Helps, Chaperones, Companions, &c., recommended for England and abroad by

FRAÜLEIN JOHANNA PAPE.

Circulars post free. Highest references given.

DINAN.—SCHOOL FOR GIRLS, with advantages of town and country. Fine position. Large garden. Good climate for delicate girls. English home comfort. Resident staff. Excellent masters. French constantly spoken.—Apply to Miss F. J. McCALLUM (late Headmistress of the Woolwich High School), Ker Even, Dinan, Brittany.

THE JOINT AGENCY FOR MEN TEACHERS.

23 SOUTHAMPTON STREET, BLOOMSBURY SQUARE, LONDON, W.C.

Registrar—REV. F. TAYLOR, M.A. (Cantab.).

The Agencies for Assistant-Masters and Teachers hitherto conducted by the College of Preceptors, the Teachers' Guild, and the Assistant-Masters' Association have been amalgamated and placed under the management of a Joint Committee composed of representatives of the following Bodies:—

Headmasters' Conference.
Incorporated Association of Headmasters.

College of Preceptors.

Teachers' Guild.

Welsh County Schools Association.

Private Schools' Association.

Association of Headmasters of Preparatory Schools.

Association of Headmasters of Roman Catholic Schools.

Assistant-Masters' Association.

Association of Technical Institutions.

&c., &c.

The rates of commission charged to Assistant-Masters are fixed as low as possible, and it is hoped that all branches of the profession will support an Agency managed by so widely representative a Committee.

Headmasters having vacancies on their staffs and Assistant-Masters seeking appointments are asked to communicate with the REGISTRAR.

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OCCASIONAL NOTES.

THE appointments announced on July 3 as a consequence of Sir John Donnelly's retirement—"Sir G. Kekewich to be also Secretary of the Science and Art Department, Captain Abney, C.B., to be Principal Assistant Secretary of the Science and Art Department, and Mr. W. Tucker, C.B., to be Principal Assistant Secretary of the Education Department"—fluttered the doves not only of the Headmasters' Conference, but also of the Universities and the profession at large. Remonstrances from Oxford, from Eton, from Birmingham, from Bedford, rained in on the Duke. The Committee of the Headmasters' Conference was hastily summoned for the 11th, and passed resolutions demanding, on the faith of public and official assurances, an organization for secondary education co-ordinate with that of primary in the new Board of Education, departmentally placed on a separate, equal, and independent footing. An almost identical resolution was passed on the 15th by the Council of the Teachers' Guild and forwarded as a memorial to the Duke.

THE subject is so important, and the reports in the daily Press have been so meagre, that, contrary to our usual practice, we give in another column a somewhat full account of the proceedings in Committee on the Board of Education Bill. For the sake of our readers who have not the time or patience to wade through this not very lively chronicle, we will sum up the main results. No serious attempt was made to modify the Bill in its main feature, and most of the attempts at clearer definition failed. The Opposition were hoist on the horns of a dilemma. Either they had to accept the Bill as it stood, in the hope that at some future time they would have the power of filling in the blanks and interpreting the vague clauses as they desired, or, if they sought to dot the *i*'s, they would endanger its very existence. This was the argument that Sir J. Gorst

constantly pressed, and we hold that Mr. Bryce was well advised in preferring the half loaf to no bread.

YET in several minor points the Bill is distinctly better than when it left the House of Lords. First of all, the inspection of schools by "any other organization"—words struck out in the Lords—are reinserted by Mr. Jebb's amendment. For the majority of schools, inspection will be voluntary, and, therefore, it is desirable that, at least at starting, the widest option should be given. Nor so long as the approval of such organizations is committed to the Consultative Committee do we foresee any danger of bogus inspections. More important is Mr. Jebb's amendment, which, if it passes unchallenged in the final stage, will give us what this *Journal* has for the last fifteen years persistently demanded—an alphabetical register of all teachers, without respect of rank or grade. If only Mr. Bryce had carried his amendment transferring the forming and maintenance of the register from the Board to the Consultative Committee, that is, for making it a professional, not a departmental, register, our satisfaction would be complete. The transference to the Board of Education of the educational powers of the Board of Agriculture, and the removal of the proviso that both the President of the Board and a Secretary of the Board shall not both sit in the House of Commons, are minor, but not unimportant, points.

THE Incorporated Association of Headmasters was very quiet at its half-yearly meeting last month. There was, no doubt, considerable wisdom in this course. Now is not the time to talk of anything outside the scope of the Board of Education Bill; though it is quite legitimate to do as most Associations have done—viz., to send up protests against Lord Spencer's amendment to Clause 3. The Headmasters at Manchester were content with expressing a hope that the Bill would pass this Session. A proposal to discuss the formation of Local Authorities was happily quashed, Dr. Scott urging that the time was not yet ripe. By all means let us get this Bill passed, and then consider the position before making a further move.

THE Education Department has done its best in the past to encourage School Boards in the supply of an education beyond the primary school. It may, therefore, fairly be expected that it will deal gently with the School Boards which have now been declared by the Auditor of the Local Government Board to have exceeded their rights. In London certain items, amounting altogether to about £200, have been disallowed. This decision will eventually have far-reaching results. But the policy of the Department will be, as we learn from a reply of Sir John Gorst in reference to a similar case at Bristol, to endeavour to persuade the County Councils to come to the rescue. This is quite right and fitting. If under the proposed Board of Education an attempt is made to delimitate primary and secondary schools, it is fair that many of the existing higher-grade schools should come under the Authority for Secondary Education. But it is equally clear that County Councils with their present incomes cannot take over the entire responsibility for these schools. The ratepayer will have to pay, whether he does so under a School Board precept or under a county rate.

AT one of the meetings of the Women's International Congress Mrs. Bryant was called upon to solve, on the spot, a problem in political economy which she had raised—How is it that the salaries of high-school mistresses

have not risen, but, if anything, fallen, in the last ten years, and what is the remedy for this depression? Omitting, as self-evident, we suppose, the obvious explanation that the supply has outrun the demand, she pointed out that, when high schools were started, the girls who entered were so ill-prepared that far less knowledge was required of the teacher than now. The present high standard of attainments among the pupils necessitated specialization and smaller classes at the top of the school. Yet the school fees had remained the same. The only remedy was, therefore, to convince parents that they must pay more—that girls' education, if equal in quality to that of boys', must be paid for at the same rate.

HARDLY a month passes without one or more instances being brought to our knowledge which prove how far the public still is from grasping this simple law of economics. Lord Lansdowne's story of his country neighbour who was so hard hit by the agricultural depression that he had parted with his girls' governess and then with his sons' tutor, and, if times didn't improve, would have to give up one of his hunters, is ancient history; but here is a typical case of to-day. A famous professor, whose official income runs well into four figures, had a daily governess for his daughter. This lady was asked to give an extra hour daily and take a second pupil, on the understanding that the additional work would be paid for accordingly. At the end of the term she received a cheque for the usual amount, and later on, as a *succedaneum*, a P.O. for 6s.—that is, she was paid at the rate of 2d. an hour.

WE publish Mr. Bevan's protest under protest; that is to say, we shall not reopen in these columns the religious question. It is quite true that, in stating his views, Mr. Bryce quoted as his authorities—or, as Mr. Bevan puts it, sheltered himself behind—experienced teachers; but he also referred to his own Presbyterian training and the little or no profit he derived from the Westminster Catechism. It is true, also, that at the annual meeting there was no opportunity for discussion—that succeeding speakers naturally avoided anything of a controversial nature—but the cheers that greeted this part of the address showed that Mr. Bryce carried the vast majority of the audience with him, and, if the sentiments had appeared such rank heresy as they do to Mr. Bevan, we cannot but think that the Chairman of Council would have felt bound in conscience, as Mr. Bevan has felt bound, to indicate his dissent, if only by a passing word. "Hooliganism," "agnosticism," and "advanced politicians" are so many red herrings, and we decline to follow the false trail.

MOST people, if asked what is the *differentia* between a French *lycée* and an English public school, would answer off-hand: "Our playing fields." Canon Lyttelton, on the last Haileybury speech day, gave a new and at least as true an answer. English boys stay at school for two years more than French or German boys. This makes it possible for English schoolmasters to delegate to the head form governing powers, and this constitutes the main distinction between the English and the Continental systems. Though true, this is, of course, not the whole truth, and we very much doubt whether there is two years' difference between the ages of an English sixth-form boy and the *Primaner* of a *Gymnasium*. This criticism, however, does not affect the practical application that Canon Lyttelton impressed on parents—the folly of removing their sons at seventeen. According to him the public schools had adopted all that was good in the system of the crammers,

and could afford now at Army and Civil Service examinations to give them points. We wish it were so; but neither the lists nor our own limited experience bear out fully Canon Lyttelton's contention. Cricket and football are terrible disintegrants of that "concentration of studies" which he held to be the secret of the crammer's success.

IN an article on "School-Children as Wage-Earners," in the *Nineteenth Century*, Sir John Gorst proposes two drastic, and, he believes, effectual, remedies—(1) An Act to invest all municipal authorities with the powers now possessed under a private Act for the regulation of the traffic of children plying their trade in the street. (2) An Act to make it an offence against the law for parents to send their children to school starving, or wet through, or insufficiently clad, or exhausted by labour. These are brave words, but is there the remotest chance of seeing two Bills introduced next Session embodying the Vice-President's views, or, if they were introduced, of their passing the present House of Commons?

SHALL we confess it? We never read the annual article in the *Athenæum* on the Public Schools without a twinge of jealousy. The chronicle is so exact and full, the criticism so just and pointed, that it should by right appear in an educational, not a literary, journal. We should like to reproduce it *in toto*, more particularly the comments on the Grantham case and on the problem of retirement of masters raised by Mr. Almond; but we must be content to note only the discussion of the Board of Education Bill (called, by a slip of the pen, the Secondary Education Bill), in reference to the headmaster scare, which, in a word, the writer pronounces a nightmare.

We should not for a moment deny the *possibility* that a pragmatic Minister of Education, with or without a Consultative Committee, might gravely harass the public schools, and, breaking down much, might egregiously fail to rebuild. But the probability of any Minister raising such a hornets' nest about his ears, or of his avoiding being "dropped" by his colleagues, if he did, seems to be infinitesimally small.

There may come a raid upon endowments, with a view of applying them to real poverty, but a Minister of Education will be powerless either to stir or stay such a flood. On the other hand, it is pointed out that some form of State interference has been uniformly needed in the past to bring the public schools out of darkness to daylight, and must be exercised in the future to prevent a relapse.

Men still living can remember when one of the noblest of our foundations was literally half depleted by reason of the barbarism of the conditions under which life was lived there. At a much later period, another foundation was found to be, from the sanitary point of view, about on a level with a Greek or Spanish prison. All reforms—but especially intellectual reforms—have been doggedly resisted, so long as resistance was possible. . . . That the dangers of over-interference by the State—in the English sense of the term—are anything like so great as those raised by the optimism and self-satisfaction of the schools, we cannot believe."

THE Bishop of Stepney, in an appeal to the *Times* to aid the schools of St. John, Bethnal Green, contrasted the religious teaching of Church and Board schools, and held the Board schools responsible in part for the "paganism of our slums." From an inquiry made at the Oxford House, he had discovered that, of a thousand boys at the age of fifteen, only a hundred went to any place of worship at all. Asked how many of these thousand had been taught in Board and how many in Church schools, the Bishop said he did not know, but would endeavour to find out. A week later he writes a letter, filling a column of the *Times*, to demonstrate that a number of Church school scholars go to Sunday schools, become choristers and confirmands. Thereupon J. G. F.

(initials that every one will recognize) points out that this is no answer; that the Bishop does not understand the very rudiments of Baconian induction, and that throwing dirt at your neighbour is not the best way of promoting the moral and religious education of the young, a cause which School Boards and school managers have equally at heart.

AMONG the unopposed measures which Mr. Balfour hopes to pass this Session is a short Bill enabling Holloway College to become a constituent college of the University of London. We rejoice that the decision of the Statutory Commission will thus be overridden. Otherwise Holloway would have been left out in the cold to brood on that wind-egg of Professor Case's—a Women's University.

THE City of London School manages to spend about £900 a year beyond its income. The Corporation, apparently in some alarm, appointed a Committee to report means by which this excess in expenditure could be avoided. This the Committee has been unable to do. Its report practically comes to this: the Corporation must pay the £900, and must, further, be prepared to find the deficit a constantly growing sum. It is, from some points of view, a hard doctrine, but it is undoubtedly a true one, that, while the trend of public opinion and public action is, in scholastic matters, everywhere towards more expenditure, there is, at the same time, an increasing dislike on the part of parents to pay higher fees. It is inevitable that larger public funds must gradually be found for secondary schools, as the income from old endowments is rarely equal to modern demands; and we are very glad that this Committee has not reported in favour of cutting down the salaries of masters, which were raised only last year.

"MUSCLES never ruled the world, but mind does and always will."—So said the Master of Pembroke College, himself an old Headmaster, to the boys of Cheltenham College, in the course of an address against the idolatry of athleticism. Bishop Mitchinson is shocked at the laziness of the undergraduate. And, in a sense, we admit there is ground for the feeling. But the typical "pass" undergraduate, however indolent he may be in mind, is surely not lazy in body, nor does he shirk exertion in his efforts to get the best enjoyment he knows out of life. It is true that mind rules muscles; but we cannot all be rulers. The intellectual atmosphere of our older Universities gives abundant opportunity for the development of the clever brain of the ruler. Let the others develop their muscles in peace, and let them be content to be ruled.

WE have another word to say to those who are responsible for the Society of Arts Examination. As we foresaw, the number of students taking French has largely increased this year, reaching almost to eight hundred. This language is now largely taught in technical institutes, and the only examination open to such students is that of the Society of Arts. We have abundantly shown the unfairness of the papers set, and we have referred to the undignified action of the examiner in recommending his own books. There are these additional points to be altered, and then the examination might prove really valuable:—The date should be put rather later—the middle of March is too early for the winter session. The results ought to be published very much earlier—three months is surely too long to wait. And, finally, the marks of students ought to be given, on application, to Governing Bodies or Committees who may wish to award prizes or

exhibitions on the result of the examination. Is there not "progressive" member of this ancient Society who would plead for reform?

PERHAPS no charity appeals more to London teachers than the Children's Country Holiday Fund. When, in Switzerland or Norway, we think of the East-end streets in August, it is pleasurable to think that some, at least, of the London children are enjoying a fortnight's holiday in the country. It is little enough that can be done with such an enormous number of children. There are 800,000 on the rolls of the elementary schools. Of these, some thirty thousand have been provisionally selected for the coveted fortnight. A stupendous work it is to arrange comfortable lodgings for this number, and many helpers and many subscriptions are needed. Some papers have not quite understood Mrs. Barnett's proposals for an examination of these children on their return. Indeed, the word examination is misleading. The "examination paper" is given to the children beforehand, and consists of a number of hints, suggesting methods of seeing and observing what is new to them in their fresh surroundings.

FROM a letter addressed to Mr. Yoxall, M.P., by the Glasgow Branch of the Teachers' Guild, we extract the following vigorous protest against piecemeal legislation:—

This all-inclusive register might with advantage be arranged in English, Irish, and Scottish sections: but we think one register and one Registration Council are sufficient for the work that is to be done, while to attempt to legislate on the question by instalments, and to control the register from different centres, may tend to deprive the work of half its value and significance.

A CORRESPONDENT in the *Morning Post* writes a letter of amusing simplicity. He appeals to our first-class public schools to open branch establishments at the sea-side for delicate boys. And he desires that these branch establishments should be managed exactly on the same lines as the parent schools, with the same rules and prestige. But what prestige or public-school system could be upheld by a colony of delicate boys? The peculiar note of the English public school is that healthy, masterful, high-spirited boys govern their games and themselves in the playing-fields and studies. A school of invalids would lose this very thing. A better solution of the difficulty—as it appears to parents—is to be found in "small houses"; a system adopted in many schools. In these a delicate boy can have the additional care he needs, while he is not withdrawn from the influences that go to make up the prestige of the school.

LAST month we pulled to pieces a class list of public schools drawn up by the *School World* in order of merit according to the number of men of letters they had respectively educated. Let us assure our contemporary that this was not intended as an "unfriendly criticism," save in so far as all strictures must, in a sense, be unfriendly. The *School World* is a lusty infant, *non sine dis animosus infans*; it makes a speciality of method, a province into which we can only make occasional excursions, and we wish it a long life and a merry. May we, however, without offence, suggest that it has still to learn the first lesson that a public school teaches, to kiss the rod? We instanced numerous and palpable omissions in the case of two public schools, naturally selecting those with which we happened to be acquainted. The *School World* retorts, the Editor of the *Journal* is closely connected with A and B schools, which sufficiently accounts for his unfavourable criticism.

We asked: Where under Eton is the name of Mr. Swinburne? The editor replies that, if we had looked on page 213 (the list of authors educated wholly abroad), we should have found Mr. Swinburne. We are none of us infallible—in the last number of the *Journal* there were two abominable misprints—but before we have passed the school age we learn, most of us, in schoolboy phrase, to “own up.”

TECHNICAL EDUCATION.

At a general meeting of Organizing Secretaries for Technical and Secondary Education, held on the 14th ult., Mr. Evelyn Cecil, M.P., explained the provisions of his Secondary Education Bill. Claiming that it was a more courageous attempt to deal with the question than that of the Government, he admitted that the Bill was now little more than a manifesto. With regard to the religious clauses, Mr. Cecil expressed the opinion that they represented the only satisfactory solution of the question as far as secondary schools are concerned. The Bill was not discussed by the Association, and a resolution upon it, of which notice had been given, was withdrawn.

WHATEVER opinion may be with regard to the remunerative possibilities of the poultry yard, there can be no question as to the desirability of conferring on the subject. That our imports of eggs and birds have increased with startling rapidity—the total value is now estimated at over twelve millions annually—is not sufficient proof that farmers and cottagers are neglecting their opportunities. They may have found a more profitable investment for their capital and labour. But the conference at Reading on the 11th, 12th, and 13th ult. brought together a useful body of information, and the proceedings, when published, will merit careful attention.

SEVERAL papers were concerned with the practical side of the question, but its educational aspect was not forgotten. Discussing the question “How can Science assist in the Production of Poultry and Eggs,” M. Louis Vander Snickt, in an interesting paper, showed how results obtained by breeders of fowl in Belgium are due to observation and experiment, and to the recognition of principles which can be advantageously adopted in industrial poultry-keeping. Mr. F. V. Theobald, of the South Eastern Agricultural College, Wye, contributed an extremely useful paper on “Parasitic Diseases of Poultry.” He showed the necessity for a scientific appreciation of the common diseases to which fowl are subject, if the margin of profit is to be secured. “Education in Poultry-Keeping” was represented by two papers, one dealing with “foreign and colonial” methods, and the other with the work done in the United Kingdom.

Mr. G. J. HILL, the Organizing Secretary to the Berks County Council, in his careful review of the methods adopted abroad, pointed out that education and research work in connexion with poultry-keeping in foreign countries are comparatively unimportant. They do not in any particular country appear to have any direct relation to its export in eggs or birds. “Indeed,” said Mr. Hill, “a captious critic might show the opposite. It is futile to suppose that the egg trade of Russia, of Italy, of Ireland, or of Morocco is due to superior education in any form.” With regard to England and Wales, on the other hand, considerable activity has been displayed by County Councils in attempting to stimulate the industry by instruction.

IN this country the majority of County Councils have embarked upon instruction in poultry-keeping in one form or another. During the session just concluded 299 courses of lectures were delivered, attended by nearly 1,400 persons, and during the past eight years 1,398 courses of lectures, attended by nearly 7,000 persons, have been organized, at a cost of over £11,000. In addition, practical instruction has been given in schools open for from four to fifteen days to 1,602 pupils. This work, it is suggested, has been on the whole both necessary and useful, but the system of “lecturing at large” might, with advantage, be discontinued in favour of a more organized effort to deal at close quarters with the economic and industrial aspects of the problem. Unless the result of instruction in such minor industries as poultry-keeping is immediate, it is extremely doubtful whether it is profitable.

THE line of development indicated for the future of poultry instruction might be applied with advantage to other industries. It was recommended that:—(1) Each county, before incurring further expense upon instruction, should apply a reasonable sum to the object of conducting a careful and detailed inquiry into the condition of the industry within its area, and as to the possibilities of development. (2) A Local

Authority, having, as the result of inquiry, satisfied itself that conditions are favourable, particular districts should be taken in hand and systematically dealt with by an expert, the expert residing in the district for a given period, to have a free hand to instruct, advise, and organize, according to requirements.

MR. ANDERSON, the Secretary of the Irish Agricultural Organization Society, in his valuable paper on “What Ireland is Doing,” emphasized need of organization as the basis of instruction. “Our experience goes to show,” he said, “that there is little use in attempting to change the methods of the individual whose action appears to be dictated by habit; but, by associating individual members of a community for such an object as this, reason and the spirit of imitativeness assert themselves, and the example of the most enlightened becomes the practice and custom of all.” There is also a wide field for experimental work in matters relating to poultry, which should receive more attention than it does from the collegiate centres of agricultural education.

THE claim of pupil-teacher centres to participate in the funds at the disposal of County Councils has been considered by several Local Authorities. A useful return compiled by Mr. Courtenay Hodgson shows that, of sixty-five County and County Borough Councils, eight only give direct aid. A similar number have the matter under consideration, while eighteen have been applied to and refused; the remaining thirty-one do not appear to give any aid. It is the obvious duty of school managers to provide appropriate instruction for their apprentices, but, although under no obligation to do so, Technical Education Committees are in a position to render considerable assistance in the education of the pupil-teachers, especially in rural districts.

NOT long ago the Master of Trinity humorously protested against what he termed the Scottish invasion of Cambridge. But the University has again gone over the Border to find a Professor of Agriculture. Dr. W. Somerville, who has accepted the invitation to occupy this important Chair, is a distinguished graduate of Edinburgh and Munich Universities. During the past eight years he has held the position of Professor of Agriculture and Forestry in the Durham College of Science, Newcastle-on-Tyne. The excellent in-college results in agriculture at Newcastle have, perhaps, been somewhat eclipsed by outside work for the County Councils associated with the Department. Under Dr. Somerville's direction a numerous and important series of experiments have been conducted in the counties of Cumberland, Durham, and Northumberland during the past seven years, while the special investigations carried out at the demonstration farm of the last-named county have attracted widespread notice. All those who are acquainted with Dr. Somerville and his work will recognize that the University has been well advised in the course adopted.

A MIXED DAY IN A MIXED SCHOOL.

By A COLORADO SCHOOLMA'AM.

IT was the first day of school after the long summer vacation. The nine o'clock bell had just ceased ringing when the teacher rose, and, standing before her class, gazed into the fifty pairs of eyes raised to meet hers. Not to meet her eyes only, but to look her all over, and through and through. Not a detail of her dress escaped silent, childish criticism; not a feature, not a ripple of her sunny hair; and there was not a child present but could have passed a good examination on the general appearance of “my new teacher” before she had spoken her first words, and decided whether or not he was going to like her.

The first thing to be done was to take the “Histories” of the pupils, and, for that purpose, slips of paper were passed down the aisles by three of the children; three more supplied pens; then all were told to fill the printed blanks, the teacher meanwhile writing on the blackboard behind her desk an outline of the morning's work. The room was large, lofty, well lighted, well ventilated, and spotlessly clean. Not a pencil-mark, not an ink-spot anywhere, the pupils well knowing that the result of a flirt of the pen was a painful amount of scraping with a blunt knife or some other tool, and a scratch on the desk meant a fine. A wide blackboard, set into the wall, stretched along three sides of the room at a convenient height for children of all ages, the fourth side being occupied by a row of large windows, enlivened by window-boxes full of plants in bloom. The furniture consisted of fifty separate seats with a desk in front of each, or, rather, a wide, smooth, sloping shelf, with a straight shelf below for books and slates.

The teacher was not too busy to see everything that went on

in the room. Her eyes seemed to be everywhere, thought one boy, who was more interested in her than in his paper. Keeping a watch upon him, for his face betokened mischief, she called to her desk a small, stupid-looking boy, and, as he had written nothing, she prepared to fill in the blank herself.

"What is your name, my boy?" she asked.—"Oscar."

"Oscar what?"—"Oscar Thornton."

"Your age?"—"Most ten, ma'am."

"Your father's name?"—"John H. Thornton."

"His address?"—Silence.

"Where do you live?" asked Miss Goodman, changing the question.—"24 J Street."

"Your father's occupation?"—No answer.

"What does he do—what is his business?"—"He don't do nothing, ma'am."

"Is he out of work?"—"No, ma'am, but he's been dead five years."

"Why did you not say that before?" said the teacher, having hard work to keep from smiling, and the questions had to be gone over again, taking the mother as natural guardian.

After sending Oscar to his seat, Miss Goodman walked up to the boy with a mischievous face, and, taking his paper, read aloud "J. C. Butler."

"That will not do," she said, "you must write your name in full."

"That is my name in full, ma'am," answered the boy.

"But what does J. C. stand for?"—"Just J. C." he repeated, pronouncing the two letters rapidly, as one word.

"Jesse?" asked the teacher. "Is it Jesse?"—"No, ma'am, J. C."

"But what is your first name, your Christian name, your baptismal name?"—"Never was baptized; my first name is J. C., that's all."

"What does your mother call you?"—"J. C."

"Do you mean to say that you have no name at all?" said the teacher, getting angry, judging from the boy's face that he was trying to make fun of her.

"Only J. C., ma'am," he answered, but, thinking the time had come for explanation, added: "You see my father had a friend he thought a whole lot of—Mr. J. C. Dorset—and so he called me after his initials, and every time I go to a new teacher she don't understand, and I always have a time over my name."

By this time all the children had finished their "Histories," and the papers were collected and laid on the teacher's desk, while she, calling the attention of the class to some questions in arithmetic on the blackboard, bade them all take their slates and get to work at once. Then, sitting down again, Miss Goodman began looking over the blanks which the children had filled in, occasionally calling one or another up to her desk to supply an omission or to explain something unintelligible.

Some of the names made her smile, and often she could not tell whether they belonged to girls or boys—such as "Abba, Alla, Ora, Ona, Iva, Dui, and Damrose." There were two Bernices, one of either sex; and Blanche White and Lily Snow turned out to be the blackest of negroes.

A slight noise made the teacher raise her head suddenly, and, as she did so, a laugh broke out all over the room; there in the farthest corner was Oscar Thornton standing on his head in the aisle, with his feet on his desk; in another instant he was right side up again, in his seat and apparently busy with his slate. She could hardly believe her eyes—it was done so rapidly and the boy looked so dull and heavy as he walked up to her desk, in response to her "Come here, Oscar"; but she knew that, whatever else happened that day, she must never for one moment forget that boy if she wished to keep the school under control.

Just then the bell rang for recess, and the boys and girls filed out in two long lines through doors at opposite ends of the room, and, taking their hats from the pegs on which they hung as they passed through the cloak-rooms, joined other long lines from the other class-rooms, and marched downstairs, out into the playground, following the younger children from the first floor, who passed out first. There were from five to six hundred pupils, but it was all done quickly and in perfect order.

Oscar alone remained, standing at the teacher's desk, and Miss Goodman, thinking that was a good place for him, informed him, that, as her desk was a large one, she would share it with him for a day or two, till she found out whether he was obliged to stand on his head part of the time to rest his feet, or

whether he could sit still all day without any such performances. Oscar grinned, and then sulked.

Again the bell rang, and the children trooped into the room noisily, pretending not to hear Miss Goodman's "Less noise; take your seats quietly," and for a moment she did not know how to restore order. Only for a moment, however; then one loud rap on the desk startled them, and, in the quick pause that followed, she raised her hand and said quietly: "Let us sing something you all know—'Home, sweet home,' and, raising her tuning key to her lips, she gave the key-note clear and strong.

It acted like magic. In a moment fifty young voices were singing the familiar words, and, long before the song was over, the teacher knew she had her pupils in hand again.

Work went on smoothly after that till noon, with some slight interruptions, such as a small girl bursting into tears, and on being interrogated sobbing out: "Please, ma'am, the boy behind me keeps pulling my hair, and it hurts! oh! oh!"; a dog unexpectedly walking in through the open door and carefully threading its way among the desks till it reached its young master, who was quietly requested to lead it out again; and last, but not least, a visit from the principal of the school, who walked up and down and across the room, seeing everything, hearing everything, making mental notes, but saying nothing.

Dinner time came, and Miss Goodman congratulated herself that half the day was over without anything dreadful having happened.

When school reopened in the afternoon Oscar appeared with a note from his mother, which read as follows:—

Madam,—Oscar don't like sitting at your desk nor I don't like it neither for his close is pached and the boys laughs at him and he says as how he only fell on his head by axdent so if you dont let him go back to his seat I'll go and see the Principle 'bout it and tell on yer.

Yours Respectful

Mrs. THORNTON.

The boy watched his teacher as she read it and carefully placed it on the file; and then, without further notice of him, turned to the class and began the first lesson. This was "written spelling," always a favourite, for children like to see visible results from their mental labour, and satisfy themselves that they really are "marked" according to their deserts. Miss Goodman slowly pronounced twenty words in a loud, distinct tone, each word once only, allowing time for careful writing. Then the "spelling blanks" were collected and placed in a pile on the teacher's desk for correction after school hours.

Geography followed for one half the class, whilst the other half studied a "language lesson." Some of the children were sent to the blackboard to draw outline maps from memory of the State in which they lived; others were requested to write such facts as they remembered about that State, while the remaining pupils were rapidly questioned as to the mountains, rivers, and cities. It being the first day after the long vacation, of course they had forgotten all they ever knew, and answers were vague and hopeless. Then the facts were read aloud by those who had written them—and strange facts some of them were; but the teacher had discovered what she wanted to know, and, before beginning the new year's work, a review of former work was necessary. A lesson was appointed for the morrow, and the pupils began at once to study it, while the maps were inspected. Two or three were fairly good, one remarkably so; the others had neither shape nor form, and mountains and rivers intersected each other in all directions.

As Miss Goodman walked from one to another her back was turned to the children, and she suddenly thought of J. C. He was in the language class, and she had not looked at him for four whole minutes. She turned quickly, and was just in time to see him holding aloft his slate, exhibiting a picture in red chalk, which she had no doubt was intended for herself—but her eye travelled farther and saw Oscar on all fours under her desk, making his way across the platform towards the door. Their eyes met; he rose and bolted; she, being near the other door, went out that way and intercepted him in the hall, and dragging him back by main force placed him again in his chair, and seated herself at her desk saying: "We shall talk about that after school."

Oscar was a little afraid what that might mean, and so began to study diligently. J. C. was then called on to produce his slate, but it was now quite clean.

"Where is the lesson you should have written?" asked Miss Goodman.—"Can't do it, ma'am."

"I'll show you how when the others have gone"; and the boy returned crestfallen to his seat amidst a titter which was instantly suppressed.

Calisthenics was now a welcome change, but there was a little confusion at first in forming the lines, girls passing to one side of the room, boys to the other, and ranging themselves in long rows between the desks according to height, from tall Trinidad Rodriguez, the handsome young Spaniard of eighteen, who spoke such broken English, to little Tommy Wilkins, a bright boy of nine. Ages and heights varied very much, but mental attainments, as to school subjects, at least, were about the same.

"One, two, three, four; one, two, three, four," counted the teacher, as arms moved in quick time, and she rapidly ran her eye over each line in succession—"One, two, three—Where is Oscar?" she suddenly exclaimed.

This time he had really got away, unnoticed during the general movement, and Miss Goodman sighed as she thought of what lay before her; but she continued the lesson, and the day's work went on uninterruptedly for some time.

The afternoon was drawing to a close, and the children were beginning to glance frequently at the clock, when a sound just behind her made Miss Goodman turn to the door. There stood a short, stout woman with her sleeves turned up above her elbows, an immaculate white apron tied round her waist, and a bright blue cotton sun-bonnet on her head, with the strings flying loose.

"Be you Oscar's teacher?" she asked, panting with the exertion of mounting the stairs.

"Yes; will you come in and take a seat? I shall be at liberty to talk to you in a few minutes—it is nearly four."

"No, ma'am; I ain't got no time to waste. I've just left the wash-tub and put on this 'ere clean apron to run over and ask you why my Oscar should be sent home in the middle of the afternoon. What's he been a doin' of that he can't get an eddication with the rest of 'em? I'm a hard-working woman I am —"

"Oscar was not sent home," said Miss Goodman, as the woman paused for breath; "but I must not waste my time either. Take a seat until school is dismissed, and then I will listen to all you have to say. 'Go on reading, Kate,' she continued, turning again to her class.

Barely waiting for the teacher's last words, and giving Kate no chance at all, Mrs. Thornton went on: "And you didn't pay no 'tention to the note Oscar bring you, just stuck it on a long iron thing on your desk, and made Oscar sit there all the same as if I hadn't kept my girl Beatrice Melinda all dinner time awriting of it; and what kind of a Principle have you got if you aint afraid of being told on to him? But I am going right away to tell on yer. What! won't let my boy get an eddication? Which his father said afore he died: 'Put Tom and Jim to work, but eddicate Oscar good 'cause he's such a lazy little un, he'll never be no good to work; and men as is eddicated can allays get soft jobs —'"

Just then the closing bell rang and drowned the voice that Miss Goodman had striven in vain to stop. The pupils passed out and the teachers took their respective places in the halls and on the stairs to ensure good order.

Mrs. Thornton followed Miss Goodman, still talking as fast as she could, but at length, finding no attention paid her, she stopped and watched the long lines of boys and girls going downstairs.

"Now, 'raps you'll pay 'tention to me," she ejaculated, as the weary teacher led her back to the schoolroom. "Why ain't my boy just as good as the rest? And what are you here for if it ain't to teach the children as we sends to school?"

"But, my good woman —" began Miss Goodman.

"Woman, indeed! I am a *lady* as much as you are, and you're no lady or you wouldn't be calling me a *woman*. But you ain't agoin' to teach Oscar no longer. I'll have yer turned out, you bet! And if the Principle won't do it, I'll go to the Superintendent and raise such a row that—that—that—" and, with each repetition, she brought her fist down on the desk with such force that she upset the inkstand all over Miss Goodman's dress. "There! I've done it, and it serves yer right. And I've wasted time enough in this schoolroom," and she marched to the door and down the stairs, talking loudly all the way.

Thank God! the first day was over.

SUBJECT TEACHER OR CLASS MASTER? *

By BARBARA FOXLEY.

IN accepting Mr. Jamson Smith's challenge to defend the cause of the subject teacher, I must own, as frankly as he has done, that I speak on behalf of the system I know best. His experience has been that of a class master; mine has been that of a subject teacher. Roughly speaking, I suppose the class master system is almost universal in boys' schools, while in girls' schools the system of the subject teacher prevails. I have no wish to see either system transferred bodily to its rival's sphere; that would be revolution, not reform. Neither do I propose to-night to speak of any possible blending of the two systems. I shall confine myself to the general principle laid down by Mr. Jamson Smith, and shall try to show that the system of class masters is *not* better than that of subject teachers.

So far I have accepted the phrase "class master and subject teacher." It is clear and convenient; but I protest against the reproach that has been imported into it. It is not enough to assume that the subject teacher is likely to be a mere teacher and likely to overpress his pupils. The accusation must be brought to the test of experience, and the test of experience under fair conditions. The visiting French master, teaching a language openly considered despicable by boys and masters alike, is happily a thing of the past; but only a few months ago the head of a large grammar school congratulated himself, on speech day, on the three open University scholarships in classics gained by the school, but forgot to mention the five open University scholarships gained by the Science Sixth. Where the class master takes all the posts of honour, the subject teacher has not a fair chance. In our girls' schools it is the subject teacher who takes the posts of honour, and there I think we can show you teachers inferior to none in their loyalty to the school, their devotion to their pupils, and their zeal for education. As to the charge of overpressure, I can only say that I have known schools under both systems where it existed, and others where it was practically unknown; so that I can only suppose that it is an accident preventable under either system.

Let us turn now from the evils which Mr. Jamson Smith expects to find in the subject teacher system to the positive merit which he claims for the system of the class master. That merit is the formative influence of the class master over mind and character. He contrasts sharply the subject teacher, dealing with only one section of the boy's mind and life, with the class master, exercising a uniform and general influence, shaping the child to his own ideals. The idea is a very attractive one. It appeals to our reverence for the traditional methods of education; it appeals also to our belief in our own wisdom and to our love of power. It seems a plain and easy way to attain the highest ends. Let us examine it a little more closely, and we shall find that there is more appearance than reality. To begin with, the power of the class master is limited in every direction; there is the formative influence of the home, of school opinion, of the other pupils—forces very often working in diametrically opposite directions from that of the class master; and, last of all, there is the inexorable time limit. When the boy gets his yearly remove, he passes out of this formative influence into an entirely different one—a change which often involves untold loss of time and power. There is no more continuity in a substance divided into horizontal sections than in one divided vertically. Neither the class master system nor the subject teacher system gives us a perfectly continuous formative influence; but the subject teacher, at least, carries on his work from year to year; the inevitable divisions follow the line of growth instead of cutting right across it.

I will go farther, and maintain, not only that neither system gives, nor can give, us a continuous formative influence, but that such an influence is not desirable. Even Rousseau seems to have had an uneasy suspicion that the utter failure of his Emile under the test of real life was not wholly due to the worthlessness of all existing persons and institutions, but that the formative system itself had somehow been wanting in the

* The substance of the reply made to Mr. Jamson Smith's paper read before the Birmingham Teachers' Association, and printed in the *Journal of Education* for July.

elements which go to make a strong and noble character. Are we sure that our ideals are so perfect, our means of attaining them so assured, as to justify us in trying to force them upon a number of children of varying types and totally different ancestral history? Have we sufficient knowledge of our various pupils to be sure that what is good for one is good for all? Here, again, I think we come to a fundamental difference between the principles and methods of girls' and boys' schools. Free from the dead hand of tradition, our methods have been based on the principles of Froebel. We try to develop mind and character through *self-activity*. It is here that the chief value of the subject teacher comes in. Each child can have the best possible chance of developing his special aptitude, while the teacher, having only one subject to keep abreast with, is able to devote far more time to methods of using that subject to the best advantage as a means of intellectual and moral development, and to getting to know the needs of his or her individual pupils. Then, too, children, even more than grown-up people, have their sympathies and antipathies. A whole year spent in the form of a master who fails to get hold of his pupil is a year wasted, or even a year in which incalculable damage has been done to the growing mind. Among the variety of subject teachers, the various children will find some one at least with whom they get into that close touch without which no real education is accomplished. Surely this diversity of education is Nature's own system. She puts the child, not into one relation, but into many; she gives him father as well as mother, brothers and sisters, friends and foes. She equips him with varying talents and dispositions, and devises various circumstances which shall call out these talents. So far from thinking that the system of the class master is *in principle* better than that of the subject teacher, I think that it fails to attain the excellence that has been claimed for it, and that nothing but that very failure justifies its continued existence. Its principle is contrary to Nature; its practice fortunately is better than its principle.

Mr. Jamson Smith has himself admitted that the subject teacher is a necessary evil—an evil to be mitigated by improved grading of schools and by the training of teachers. If, as he maintains, the system is wrong in principle, how can it be necessary; and how can any modification in school organization, or in the teacher's equipment, make it other than vicious?

In a debate of this kind it is very difficult not to be one-sided, not to speak only from one's own experience and to ignore the different conditions under which others work. In maintaining that the system of the class master is *not better* than that of the subject teacher, I do not mean to maintain that it is worse. I believe that they are two methods of applying the same principle, and that, putting on one side the tradition of the formative influence, both systems, in practice, aim at discovering and developing the natural aptitudes of the child and educating him in the best sense of the word. Each system requires to be safeguarded from certain obvious dangers, but, with these safeguards, each system produces good results.

THE BOARD OF EDUCATION BILL IN COMMITTEE.

THE Bill was considered by the Standing Committee on Law on July 4 and July 7.

Mr. YOXALL moved an amendment striking out "and of the Lord President of the Council (unless he is appointed President of the Board)," in order to secure that the President of the new Board should be a member of the House of Commons. He was supported by Mr. E. GRAY and Mr. BRYNMOR JONES. The CHANCELLOR OF THE EXCHEQUER pointed out that, though as a fact the Lord President of the Council had always been a member of the Upper House, this was not necessary. There need be no apprehension as to the future of the Department being completely under the control of the House of Commons. Mr. BRYCE agreed, and Clause 1 was carried.

On Clause 2, Lord CRANBORNE asked what the Government really intended by taking power to transfer, "from time to time," all the authority of the Charity Commission. It gave a roving power to the Board which they might or might not use. He moved an amendment to limit the powers of the Board by making it subject to appeal to Parliament, as at present.

Sir J. GORST pleaded that the only chance of the Bill's passing lay in its vagueness. It was impossible, from a parliamentary point of view,

to define what powers should be transferred and what left. The Board would feel its footing and proceed bit by bit.

Mr. BRYCE shared Lord Cranborne's objection to trusting blindfold to a Government Department, but agreed with Sir J. GORST that, if the amendment were pressed, the scheme would be wrecked. The amendment was withdrawn.

Mr. HOBHOUSE moved an amendment to transfer to the proposed Board the educational powers now exercised by the Board of Agriculture. Sir J. GORST opposed; Sir U. KAY-SHUTTLEWORTH and others supported. The amendment was carried *nem. con.*

Two other amendments, moved by Lord CRANBORNE with a view of safeguarding denominational endowments, were defeated.

Mr. TALBOT moved an amendment reserving to the Charity Commission, and not the Board of Education, the determination of the question whether an endowment is within the exceptions specified in Section 19 of the Endowed Schools Act, 1869, as amended by the Endowed Schools Act, 1873. Sir JOHN GORST supported the amendment, as relieving the Department of a delicate and unpleasant task, pregnant with religious animosities. Mr. BRYCE opposed. The exercise of the power in question might give rise to some feeling, but such feeling would find its proper vent in an appeal to the Judicial Committee of the Privy Council. Mr. HOBHOUSE likewise opposed, and the amendment was defeated by 20 to 12.

INSPECTION.

On Clause 3, Mr. CHANNING moved to leave out the words empowering the Board to inspect schools "by their officers or by any University organization," and to substitute, "by inspectors appointed for the purpose." Sir J. GORST pleaded for leaving the clause as wide as possible. Mr. BRYCE thought there were strong reasons for leaving in the Universities; if these were omitted, inspection would scare all the public schools. Sir A. ROLLIT also opposed. The amendment was withdrawn.

Mr. JEBB moved an amendment to provide that the inspections might be by the Board's own officers, or, after taking the advice of the Consultative Committee, by any University or other organization. It would be bad policy and bad economy not to take advantage of the work of the Joint Board and the Local Delegacy and Syndicate, and also of the College of Preceptors and of the City and Guilds of London Institute.

Sir J. GORST accepted the amendment.

Mr. BRYCE pointed out that the words "or other organization" had been unanimously struck out in the House of Lords. He raised no objection to the particular bodies named by Mr. Jebb; but it would be an invidious task for the Board to select among other and rival institutions for the purpose of examination and inspection.

Sir A. ROLLIT and Mr. HOBHOUSE supported the amendment, which was carried.

Sir J. GORST moved to insert a new sub-section, enabling the Council of any County or County Borough to pay or contribute to the expenses of inspecting schools under this section out of any money applicable for the purposes of technical education.

Mr. CHANNING resisted on behalf of the Board Schools Organization.

Colonel WILLIAMS objected on the ground that the fund for technical education had already more calls on it than it could meet.

The amendment was carried.

Lord CRANBORNE moved an amendment to provide that no distinction between schools in respect of the payment or contribution of the Local Authority should be made on account of the character of the religious instruction given in the schools.

On the expostulation of the SOLICITOR-GENERAL, the amendment was withdrawn.

Clause 3, as amended, was added to the Bill.

On Clause 4 (Consultative Committee), Mr. TALBOT moved an amendment to define the constitution of the Committee. He proposed that it should consist of eighteen persons—six appointed by the Crown, six to represent the Universities, and six to represent the County Councils.

Sir J. GORST pleaded for a free hand for the Department. If County Councils were to be represented, why not County Boroughs?

Lord CRANBORNE twitted the Government with changing its mind since last Session. It was a mark of the degradation which the House of Commons had reached that they shirked or were afraid of dealing with such a subject as education in detail, and were content to leave everything to a Department. The Solicitor-General invoked that blessed word of the headmasters—"elasticity." After all, what did the composition of the Committee matter? It was only consultative.

The amendment was withdrawn.

Mr. BRYCE moved an amendment to provide that some of the members of the Consultative Committee should be women. For the Committee to succeed it must be truly representative of all classes interested in education. He bore testimony to the valuable help that the three lady members had given on the Secondary Education Commission.

Sir J. GORST expressed his personal opinion as to the desirability of women sitting on the Committee, and he had little doubt about their being placed on it. He deprecated, however, the introduction of

Mr. Bryce's clause, on the ground that it might be struck out in another place.

The amendment, on this understanding, was withdrawn.

THE REGISTER.

Mr. JEBB moved an amendment providing that the register of teachers to be formed by the Consultative Committee should be formed and kept by the Board of Education; that the register should contain the names of the registered teachers in alphabetical order, with an entry in respect of each teacher, showing the date of his registration and giving a brief record of his qualifications and experience. Such a register would satisfy the wishes of teachers and emphasize the solidarity of the profession.

Mr. BRYCE moved as an amendment to the amendment that the register be formed by the Consultative Committee—not by the Board.

Mr. Bryce's amendment was rejected by 12 votes to 7, and Mr. Jebb's amendment was added to the Bill.

Colonel LOCKWOOD moved to add a proviso that classification of teachers should be introduced in the register.

The amendment was rejected.

Sir J. GORST moved to insert under Clause 6 (Staff and Remuneration) a provision that there should be paid to the President of the Board a salary of £2,000, and to the officers of the Board such salaries as the Treasury may determine. The amendment was accepted.

On Clause 8, Mr. BRYCE moved to omit the words "but the President of the Board and a Secretary of the Board shall not at the same time be members of the House of Commons."

The amendment was agreed to.

The remaining clauses were passed, and the Bill, as amended, was ordered to be reported to the House.

UTOPIA IN LONDON.

IMPRESSIONS OF THE INTERNATIONAL CONGRESS OF WOMEN.

THE last days of June and first of July saw a large course of women assembled in London. They had come even from the ends of the earth—strong-minded Americans, small-footed Chinese, Indian ladies clad in rainbow hues, seriously disposed Germans, brilliant Frenchwomen, Danes, Swedes, and Hungarians, to say nothing of our own countrywomen, who formed the majority—a motley assembly which may have suggested to some minds a feminine Peace Conference; to others more imaginative "Greenland's icy mountains" and "India's coral strand." All these women had met together, under the presidency of Lady Aberdeen, with one expressed purpose—"to further the application of the golden rule to society, custom, and law."

The Congress was divided into five chief sections—Educational, Legislative, Industrial, Political, Social. Most of these met twice a day; some held evening meetings as well. Such spare time as still remained was occupied with social functions, some large and brilliant, others informal and *gemüthlich*. In fact, for more than ten days the members were brought into constant contact, making and renewing acquaintance and enjoying all the best that London has to offer. There was not much time then to stop and ask what we were so busy about. Now that our foreign friends have returned to their homes, and those of us who could get away have left the turmoil of London behind, we are tempted to try some review of the proceedings, and consider whether we are appreciably nearer to the millennium.

Looking back, I find in my mind a number of disconnected impressions, more or less vivid, and by no means easy to sum up. The peculiarity of this Congress seems to be that it was an assemblage of idealists, and, as such, attracted in large numbers those reformers who regard life, not as it is, but as it "might, could, would, should, or ought to be." Practical persons who dealt with facts and faced the present were rare exceptions. Taken as a whole, the note of the Congress was the future. A happy optimism seemed to dominate it—a conviction that, though much had been gained in the past, more still remained to be done, and that they, the women there assembled, were destined to do it. No sign of decadence about these latter-day women; rather might we be inclined to reproach them with the excessive confidence of youth. There was an exuberance of it, particularly noticeable in our American guests, who were brimming over with new schemes that were going to set everything right when once they could be got into

working order. Perhaps the Englishwomen spent more energy in denouncing the abuses of the present. The German ladies, too, had often a tale of disappointment, while the Frenchwomen excelled specially in clear statement of existing facts. But this, like all generalizations, must not be pressed. This much, however, may be affirmed. Among the multitude of speakers, while some exulted in progress made and others deplored its too tardy advance, there was one personage totally wanting—the *laudator temporis acti*. That character has no feminine equivalent, if we are warranted in drawing conclusions from the proceedings of the Congress. People are constantly asking what new element women have to bring into our social and political life; so, perhaps, it may be permissible to suggest that her contribution is this very hopefulness and youthful enthusiasm, this belief in herself and her mission.

But, if I were called upon to define the actual gain derived by this recent combination of enthusiasms, my impression is that this was moral rather than intellectual. It was an intense delight to many to find that ideas which they had slowly and laboriously evolved for themselves were the common property of ladies from the other side of the globe. This feeling of comradeship is most inspiring. The actual debates, however, could scarcely be called profitable, and the speaking was not of a specially high order. This was doubtless due to the manner in which the time-table was arranged. The usual plan was to begin with a succession of short papers on different aspects of a subject, followed by a general discussion on all of them, the result being something of this sort: Suppose A., B., and C. to be readers of papers and D., E., F., G. speakers in the discussion; then F. is at liberty to discuss either A., B., or C., or add further comment on the remarks of D. and E., while G. has similar option, with further power to treat of F., if preferred, and so on, through all the variations. This arrangement made real debate impossible, but, in any case, it would not have been easy, since the inevitable differences of so many nationalities rendered it difficult to find a common ground for disagreement. The discussion on primary education is a case in point. Here we encountered a fundamental difficulty, which, curiously enough, no one seems to have anticipated. The term "primary" is defined in America by age; in England by class. As the representatives of each country used the word in their own way, with entire disregard of its other meaning, this led to a game of cross questions and crooked answers. The scope of discussion was so wide as to admit even a paper, by an American lady, treating of diet, as the true basis of primary education. The real thing needful was to learn what kinds of food would best nourish brain, muscle, and nerve; then all else will follow of itself. As the mother is held incapable of the task, we should abolish the individual dining table, and establish a system of infancy at mess. The idea is apparently borrowed from Sparta. We were not told whether the sickly children are to be exposed, but this would be the logical inference; since the result of the *régime* is to be the perfect health of the race. Like the inhabitants of Mr. Butler's "Erewhon," the men and women of the future will be ashamed to own to sickness. Given perfect health, their education will apparently take care of itself.

The paper provoked a good deal of applause, but no discussion. This turned chiefly on the training of elementary teachers, handiwork and games, and on the inroad made by faddists on the primary schools in America. On the first of these topics Mrs. Bridges Adams, of the London School Board, spoke with much fervour, denouncing vigorously the sectional training of these teachers in training colleges apart. Many of us thought she hardly did justice to a devoted and hard-working class, though she probably meant to plead for giving them greater privileges. Of course we had all the usual arguments *pro* and *con* the pupil-teacher system, which, by the way, being a peculiarly English institution, cannot have been of special interest to our foreign friends, and the old out-of-date statements as to Germany and Scotland being a hundred years ahead of England. Miss Sadie gave us an enthusiastic panegyric on American schools, waxing eloquent over mixture of classes and equality of opportunity, but we heard very little about the proper curriculum and methods to enable the primary school best to fulfil its purpose. Could we imagine the presence of a being to whom the word "school" was a term unknown, I doubt whether he would have carried away any impression of it as a place where anything was to be taught or learnt.

This was in some respects a representative session of the Educational Section. At the others all the usual questions were discussed: science *versus* literature, the true meaning and purpose of secondary education, technical instruction, the good and ill of examinations, the training of teachers, and schemes which would be variously classified according to the hearer's idiosyncrasy as fads or educational experiments. Now and then the monotonous course of things was interrupted by an original suggestion, usually from the other side of the Atlantic; e.g., a year's journalism as a preparation for teaching! It sounds startling at first; but, seeing how often we teachers are reproached with a narrow outlook on life, there is something piquant in the idea of training for one profession by practising another. But, of course, this is all unorthodox and inadmissible and a wild ebullition of holiday thoughts. We shall soon enough be recalled to commonplace.

As regards information given and received, one of the most satisfactory meetings was that which discussed Universities. With Miss Emily Davies in the chair, to give from her own knowledge the right introductory note to each successive paper, and a steady record of progress such as all the speakers had to make, we were left with a vivid impression of wonder at the changes of the last thirty years. Simultaneously in Great Britain and her colonies, the United States, and every European country has the movement proceeded to procure admission for women to the Universities, and everywhere with success. Even Germany, so long regarded as the laggard, is moving in good earnest now, and, though her Universities, like Oxford and Cambridge, still refuse to matriculate women, they are beginning to admit them to degrees and grant them numerous other privileges. It was a record of hard work and well earned success to which we listened that morning; and not least of the workers was the little old lady in the chair, who might, had her modesty permitted, have claimed to be a "great part" of this eventful history.

Of course the Educational Section, though claiming first place in our minds, was of very subordinate importance in the eyes of most Congressists. The reforms that can be effected through the instrumentality of school make but a poor show as compared with those in the domain of women's work and politics. But we all of us make our own centre of the universe. There was, however, one paper in the Social Section which must have drawn away many members of the others. Its title, "The Scientific Treatment of Domestic Service," proved a little misleading, for we were not told how science could be utilized to find substitutes for servants, but only how we might better order our households, so as to solve the ever-recurring "servant question." On a subject so near to the heart of every woman the visionary was bound to have full scope, and among other suggestions we were assured by Miss Jane Hume Clapperton that the "Unitary Home" would not merely enable us to dispense with servants, but also inaugurate a reign of peace and virtue hitherto undreamed of. Others held out delusive hopes of the joys to which common kitchens are to introduce us, and other schemes suggestive of "Looking Backwards." Happily some of the Utopians proved more practical, and thought more of mending domestic service than ending it. Service as it exists among us at present is an anachronism, and what is really wanted is the improvement of its conditions, with some regulation of the hours of work. A prominent American educationalist, Miss Lucy Salmon, of Vassar, who has written a learned and careful work on the subject, maintains that it is the University women of England and America who will have some day to grapple with this question, and try how far the conditions of modern life and work may be adapted to the household. Let this serve as my excuse for letting the kitchen trench on the preserves of education.

No excuse is needed for speaking of Mr. Gilbert Parker's paper on the "Housing of Educated Working Women in Large Cities." Alas! too many a young teacher finds her little salary swallowed up prematurely by uncomfortable lodging and inadequate board, with little left for necessary clothing, and nothing for still more necessary comforts. If any form of co-operative combination will supply these and other working women with comfortable homes at a charge which shall prove remunerative to those who provide it, then let us welcome this and any similar scheme. It seems a little doubtful whether all the comforts promised by Mr. Parker—single bedrooms, electric light, drawing-, reading- and private sitting-rooms, as well as

good though simple meals, can be provided at a profit for 15s. a week. If it prove impossible, let us hope that he will increase the charge rather than diminish the comfort. The standard of life working women construct for themselves is low enough; the standard fixed for them by their employers is even lower. No excuse should be given for refusing a fair wage for a fair day's work on the ground that "those nice flats of Mr. Parker's" have made living so much cheaper. Here I find myself dropping into criticism, and leaving the realms of impression. I apologize sincerely.

Two last impressions, and I have done. Who could deny the dominance of youth among the Utopians that watched the learned doctors and grey-haired delegates enjoying the equestrian feats of Mlle. Spampiani and the tricks of the performing dogs on the lawn at Gunnersbury Park? The Utopians seem as thorough in their play as in their work, and Englishwomen, too, are learning not to take their pleasures sadly.

That evening found all who were not tired out at Lady Aberdeen's farewell reception. To judge from the numbers present, educationists seem specially endowed with staying power. As we struggled up the crowded staircase, or edged our way through the packed rooms, one thought seemed in all our minds; that the success of the Congress—for that was now no longer in dispute—was largely due to our kind hostess and President. It was her tact, her unwearied energy, her sympathy and forethought, that had steered us past all shoals and rocks; and the vote of thanks passed to her at the end of the evening was no mere form. Thus the last impression was the power of women to help one another, when all classes and creeds are willing to sink differences and work together. This surely was the true use of the Congress. X.

A SECOND OPINION.

IN International Congresses it is usual for national peculiarities and contrasts to make themselves felt, and one in particular was observable at the Women's Congress. He is a superficial observer who does not perceive that the English and Scotch are peculiarly critical; that our institutions are what they are is a result of this critical spirit and its practical application. It was noticeable in the Education Section that the French, Belgians, and particularly the Americans seemed quite unable to criticize their educational institutions, and, indeed, swung the censor diligently before them. One American lady, in flowery language, extolled the mineral wealth, the railways, the mountains, the vegetation, the Yellowstone Park, but declared that, greatest of all, is the American free-school system. Mme. Marion had not a critical word to say of France; Norway deplored lack of liberty, Germany lack of schools; Prussia opposes the foundation of girls' high schools, even when the founders do not want State aid; England and Scotland stood alone in venturing to criticize.

But even the English would not permit some criticisms to pass unchallenged. When the lady who represents the Independent Labour Party on the London School Board declared that the elementary training colleges train as badly as possible, Miss Agnes Ward emphatically contradicted her, declaring her experience to be that primary teachers leave college desirous to know more, and this of itself is high praise. The lady member's strictures on the teachers serving the London School Board were disposed of by Miss Margaret Macmillan, who maintained that the size of the classes is the great hindrance to good work, not the character or lack of energy of the teachers. Proper teaching demands individual attention. Classes of sixty, seventy, or even eighty require children to be dealt with *en masse*. Indeed, it would not be difficult to prove that the teachers under the Board are London's best and most effective missionaries.

Canon Lyttelton spoke a manly and seasonable word at the first session of the Women's Congress when discussing the connexion between home and school life. He reminded parents, especially mothers, that on them lay the grave responsibility of imparting a knowledge of the facts of life to their children, a subject which ought not to be avoided as a painful duty, but accepted as a great, deep, privilege. Imparted in a sound, wholesome, judicious manner, a child could face life fortified and ennobled by a sense of reverence for its mystery; if the duty were not rightly discharged, such knowledge would be acquired in a distorted, pernicious, poisonous manner. In February, 1895, this *Journal* published an interview with Mrs. Josephine Butler on the subject. Canon Lyttelton inclines to the view that this duty is the parents'; Mrs. Butler concurs, but adds that when parents are not suitable either through want of sympathy, ignorance of child psychology, or the right method to employ, it is the teacher's duty to assume the task. The subject is one that teachers ought not to place in the background so much as is commonly the case.

Mr. Sadler's paper on examinations and examination systems was, it hardly needs saying, a thoughtful and interesting contribution to the

subject. He characterized the three purposes of examination as : (1) auditing the pupil's work, (2) auditing the teacher's work, and (3) selecting candidates for the public service, and laid down the rule that examinations should follow the courses of study rather than prescribe them. Mr. Sadler bade us note the little victims of examinations, now playing regardless of their fate to be. But, if the life history of such collapses could be known, we doubt whether the cause in more than a fraction of them could be fairly set down to examinations. We are no advocates of over-examination, and often lift up our voice against it, but improper diet, insufficient rest, irregular life and excesses, too great use of alcohol and tobacco, have, in our opinion, each, alone, infinitely more to do with "fagged at forty" than all examinations together.

Miss Robertson's statement, that English secondary education owes much, and women's all, to examination, is not far from the truth. Yet teachers and others can render a great service to examinations by using them properly, and by pointing out where abuse steps in. The very commonest misuse is "preparing" special pupils for an examination, instead of presenting a whole class as nearly as possible and bravely facing the failures that will inevitably result. An excellent example of the second greatest abuse of examination—the prostituting of the curriculum to examination purposes—came under our notice. Two teachers—man and woman—were comparing the number of hours spent on mathematics for a class to be presented at the Cambridge Junior Local Examination. *She*: "And we give our girls two weekly half-hours for mental arithmetic." *He*: "We don't teach mental; you see, it does not tell in the examination." *Parent*: "Getting up the first book of 'Paradise Lost' all the term, and not able to quote a line of Belial's speech!" *Boy*: "We skipped that; the master told us it had been set last time."

CORRESPONDENCE.

MR. BRYCE'S ADDRESS AND RELIGIOUS TEACHING.

To the Editor of the Journal of Education.

SIR,—May I be permitted to make a few observations in respect of your editorial Note referring to Mr. Bryce's presidential address, or, rather, of that portion relating to his remarks on the religious question?

You say: "It was evident to those that heard him that he was carried away by strong personal feeling, and forgot for a while the practical politician." I myself derived an impression that the President (conscious that he was entering a field of much disputation, and remembering also that he had had no experience in the teaching of young children) felt anxious to sink the personal note; so that, whilst he was dogmatic in the expression of opinion in ordinary matters, on this subject he sheltered himself behind others. Thus, he said, in the terms of your report: "All experienced teachers whose opinions he had consulted were agreed," &c. Even so, I do not say that he was not "carried away by strong personal feeling"; I only venture to record the impression that, for the reasons above suggested, he preferred to advance his own conclusions under cover of the authority of others. The position in which he stood fully explained his mode of procedure, involving a concession both politic and polite.

In the interests of truth, however, it may be permissible to point out that there is a considerable body of opinion which would not be found to coincide with the ultimate conclusions put forth by Mr. Bryce, or with the extreme form of expression set out in your Note as to the impossibility of conveying definite religious conclusions to the minds of young people. The subject has been discussed *ad nauseam*, and I do not make the above statement in order to reopen the controversy in your columns, but with a view of accentuating a fact which has to be taken into account when discussing the question on public lines.

Speaking generally, I do not see why we teachers should voluntarily put ourselves into a strait waistcoat when dealing with children whose minds we desire to influence in the sphere of morals and religion, more than in respect of subjects such as history or political economy, in respect of which opposing schools of thought are involved. One's object, in all cases, should be to teach the truth, the whole truth, and nothing but the truth, according to our apprehension of the same. If it be asserted—as it undoubtedly may be—that, in respect of religion,

susceptibilities have to be taken into account which do not arise in respect of subjects which may be classed as secular—very well, let them be taken account of; but the matter is discussed in your columns from the educational standpoint, and from that point of view there are many fully prepared to defend the position you consider untenable. Broadly considered, indeed, I fail to see how any teaching whatsoever imparted to the young can be otherwise than dogmatic. The agnostic is not to be found in the schoolroom—on the benches of the scholars, at all events.

The prevalence of the views you favour has led to the total exclusion of formal religious teaching in many of our Board schools, and in others to the elevation of undenominationalism into the rank of a positive religious system, which is one of the worst heresies the nineteenth century has produced. Doubtless all this is done, to a certain extent, through jealousy of the Church of England, or of religious teaching in itself, and with a political object in view; but, apart from this, there are to be found conscientious persons who defend on educational grounds the policy thus set up.

I am glad, however, to see indications that the public is becoming alive to the evils which follow this policy, and I venture to prophesy that, before this generation has passed away, these evils, festering and gathering head in our large towns at an ever-increasing rate, will cause the spectre of Hooliganism to become so menacing as to bring about a sharp rebound in public opinion.

The inference in your Note can hardly be sustained, that Mr. Bryce's remarks on this point were so convincing as to meet with the tacit approval of all present. You conclude that this is evidenced by the fact that succeeding speakers made no adverse comment; but it must be remembered that the address was the deliverance of our President at a general gathering of members, and was not a paper destined to lead up to a discussion on religious teaching. It is considered but respectful to forbear to criticize an address delivered under such circumstances, therefore the silence of those who were responsible for the complimentary speeches delivered at the conclusion of the meeting is not significant one way or the other. No one could fail to be impressed with the ability and good feeling displayed in our President's address, and I should not have ventured to write a word had I not felt that your Note had overrun the truth in assuming that, on this special topic, silence gave consent.

I do not flatter myself that anything I have said will cause an alteration of the tone of the *Journal* in relation to this subject, but I have the satisfaction of knowing that there seems little probability of its converting me, and I should be false to the convictions I entertain did I hesitate to confess them, unpopular though they may be amongst advanced politicians of the present day.—I am, Sir, faithfully yours,

J. O. BEVAN.

55 Gunterstone Road, West Kensington, W.

July 7, 1899.

PHONETIC ALPHABET FOR ENGLISH.

To the Editor of The Journal of Education.

SIR,—I have read with great interest and pleasure the excellent article by Miss Brebner in your July number, bearing the above title. Seeing that the article takes for its text my letter entitled "Phonetics Again" in your number of May, 1898 (page 272), I may perhaps be permitted to offer a few brief comments. I ventured in that letter to cast some ridicule on the proposal, then current, to frame a phonetic alphabet for the general study of languages, wherein each symbol should have its ordinary British value. When the proposal is limited to the study of English, however, it ceases to be so wildly impracticable, and Miss Brebner points out, in her temperate and well reasoned article, that the alphabet of the late Miss Soames, as used in her "Teachers' Phonetic Manual" and "Albany Phonetic Readers," is, at any rate, far nearer to ordinary British values than that of the Association Phonétique Internationale, which I advocated in my above-named letter. For international purposes, events have since then gone strongly in favour of the latter alphabet; but, for teaching English pronunciation only to children who have not yet attempted a

foreign language (and then, perhaps, using this alphabet as a stepping-stone to the other), Miss Brebner makes out a case which deserves the careful consideration of teachers. Having been herself Lecturer to the Soames Trust, she is able to speak from greater experience than any one else could possibly do. The thing which interests me most, however, is Miss Brebner's description of the Soames alphabet in its present form. I first made the acquaintance of Miss Soames's alphabet when revising her "Introduction to Phonetics" for the *Phonetische Studien* in 1891 (Vol. V., pages 78-96). That book seemed to me to be the best description of good Southern English which I had then seen, and I made it the text for a description of the chief differences between good Southern and good Northern English, which has been freely used by American and Continental writers ever since. I have recently, at Prof. Vietor's request, expanded this description into a little book called "Northern English," which will in due course come to you for review. It is, therefore, with curiosity and satisfaction that I perceive that four of the most important vowel signs of the Soames alphabet have been changed since 1891, and changed, too, in a Northern direction. The *ee* in *feel* was then written *ey*, now *i*; the *a* in *far* is no longer written *aa*, but *ā*, and the *r* is not abolished. The *oo* in *fool* is no longer *uw*, but *ū*, and the *u* in *tune* is changed from *yuv* to *yū*. These changes, though few in number, are immense in the volume of their application, and go a long way towards satisfying the Northern *Sprachegefühl*, which has never taken kindly to the diphthongizing, *r* and *h* dropping habits of the South. I imagine that in this matter the language of the educated Northerner will be found not only to deserve, but really to compel, consideration. Has it not silently compelled a very large alteration in the Soames alphabet?

I have little more to say. The sign *a* for the obscure *a* in *away* seems to me to be unneeded in an elementary alphabet, seeing that it is admitted to be very like an unaccented *æ*; and I do not see why the long *æ* is not written *ā*, like the other long vowels, instead of *oe*, which, by its two disconnected signs, infallibly suggests to the child's mind a succession of the two sounds *o* and *e*. But these are questions for Miss Brebner to consider rather than for me. Neither will I venture to try to fix the exact measure of sinfulness which ought to attach to bad spelling in the scale of crimes. I only know that, if she succeeds in getting her alphabet into the infant school, it will certainly tend, in the long run (though whether successfully or unsuccessfully no one can say), to displace the established spelling. Theoretically, I imagine, she would welcome that change; and, if it is her opinion that such a change could take place without any appreciable dislocation, I could wish that that opinion were well founded. But it seems to me that some degree of dislocation is the necessary antecedent of change; and that a large dislocation rather than a small one is necessary for the purpose. No great change can happen, I fear, until we are willing for a time to forgive a man almost anything in the way of bad spelling so long as he makes himself understood. That is what I mean by "bad spelling within reasonable limits." The proposed result would be quite worth the dislocation, because it would redeem so much of every child's time from the merest mechanical drudgery, and set it free for more intelligent work. But, after awhile, no doubt the spelling-book would become thoroughly established on the new basis, and would, perhaps, become more absolute than ever; but spelling itself would have become an intelligent occupation, as well as a much smaller one.

R. L. LLOYD.

Liverpool.

RIME AND PRONUNCIATION.

To the Editor of The Journal of Education.

SIR,—Mr. C. Lawrence Ford's second letter I regard as, if possible, even more admirable than his first. As I cannot hope to draw out yet a third such letter from him, and a recital of confirmatory evidence as to my views would be wearying, I beg leave to make just two remarks.

1. In different languages the proportion of riming words varies widely. The proportion in English is much smaller than in some other languages. Nevertheless, the language is so large that an English poet, seeking riming words to end his lines with, may in truth be less hampered than a poet in a language where the proportion is greater, but the choice of words wherewith to convey a given meaning may be very far less. It cannot be said that Dryden or any other English poet

need have experienced the slightest difficulty in finding true riming words for a poetical account of a "Year of Wonders," or for any other piece within the range of their attempts. I do not consider that Mr. Ford is justified in regarding the coupling *war—star*, &c., as the "normal" one with modern English poets. I think your readers will agree with me that it is peculiarly disagreeable, and that, if it is "normal" at present, the sooner normal and abnormal change places in this matter, the better for English literature.

2. Two hundred years ago the country had not a single passenger railway, and the roads were bad for both horses and pedestrians. Local peculiarities of speech would then certainly have been much more marked. Even now, when the country has long since been overspread by a network of railways, there are innumerable provincialisms in pronunciation. The attentive listener may detect them by the score in the speeches of members of both Houses of Parliament. They may be heard on prize and speech days in our schools. The Dean of X., following the Marquis of Y., will use a number of the same words and pronounce them differently. A certain noble lord recently, within my hearing, spoke of tracing a river "from the *serse* to the sea." Had he been a poet, would he have rimed the word with *course* or *curse*, or with neither or both? The contention that English poets two hundred years ago would, whatever their native homes, have had a common standard of pronunciation for their work is, I submit, untenable.—Yours sincerely,

PERCY E. KINGSFORD.

Oxford Shorthand Office, Dover,

July 8, 1899.

[This must end the correspondence.—Ed.]

THE CHEMISTRY OF THE FUTURE v. EXAMINATIONS.

To the Editor of The Journal of Education.

DEAR SIR,—I have noticed, in your last issue, a letter under the above heading, and, doubtless for some good reason, over a pseudonym. The writer seems in no measure to have grasped the spirit of my article—indeed, to have read it very superficially. The scheme of instruction was especially designed for "quite young boys"—say, at the age of eleven; and, at the end of the three years, I have found such a course excellent groundwork for more specific preparation for the various public examinations, for which boys do not usually sit until they have reached the age of at least fourteen. No reasonable person would think of teaching the definitions and nomenclature by means of "experiment and deduction," and ample provision on this head will be found in the article; I have also prepared "A Short Catechism of Chemistry" for this particular purpose. As to the writer's "reminiscences," I find that Perkin and Lean do certainly employ the words "deductive" and "chalk," and no more than these authors, I suppose, do I claim any originality in their use; he will likewise observe that this text-book pointedly places the "arithmetic" at the very outset of its course, while I purposely relegate it to the end.

An effort to teach chemistry in thirty, or yet sixty, hours is of necessity doomed to failure: "Science" must not, therefore, be too hard upon the examiners; and, if he really finds my method totally inadequate to the present requirements of examinations, let him take consolation from the thought that I cautiously styled it "The Chemistry of the Future."—Yours very truly,

ALFRED J. WILCOX, F.C.S.

Plowden Hall, Salop, July 8, 1899.

AN APPEAL FOR SCHOOL-BOOKS.

To the Editor of The Journal of Education.

SIR,—Will you allow me to appeal to your numerous readers for some spare books on educational subjects? I am preparing a small collection as the nucleus of a library at Bombay for English-reading women teachers, and I shall be very grateful for contributions. I have already secured a few volumes, including Chambers's "Cyclopædia," Sir Joshua Fitch's "Lectures on Teaching," Locke's "Thoughts concerning Education," Kingsley's "Madam How and Lady Why," &c.; but I require others on the nature of children, object-lessons, the habits of animals, and easy biographies, ethical lessons, or illustrated travels. Many Indian teachers are beginning to realize the importance of adopting newer and more developing methods of education than they have hitherto employed. They have, however, scarcely any opportunities of learning about such methods; so an effectual way of helping them is to supply them with suggestive books. I intend to send out my collection in October, and shall be glad to receive new or used copies which those who sympathize with this object may be willing to forward to my address.—Yours, &c.

E. A. MANNING.

5 Pembroke Crescent, Bayswater, W.

Mr. Hely Almond writes to correct an "absurd mistake" in his last letter. For "the feet of the bird" read "the bat to the bird."

MR. RAGHUMATH PURUSHOTTAM PARANJPYE,
SENIOR WRANGLER, 1899.

ON July 19 Mr. and Mrs. Caine gave a reception to their English and Indian friends to meet Mr. Paranjpye, whose recent success has aroused much interest in educational circles. A brief account of his career has been obtained for the *Journal of Education*.

Raghunath P. Paranjpye was born in 1876 in a small village of the Bombay Presidency called Murdi. Its inhabitants number three hundred, and it does not even boast an elementary school. Of its twenty-five high-caste Brahmins, all can read and write, but the remaining low-caste Shutras devote themselves to other pursuits. Almost all of them, including the father and elder brothers of Mr. Paranjpye, are agriculturists, growing cocoa-nuts, betel-nuts, and rice. Clever small boys are sent to school at a neighbouring village called Anjarla, with a population of two thousand. This was the fate of the gentleman who is now Senior Wrangler. He followed the Anjarla "standards" from the age of six to nine. Murdi is entirely a Hindu village; there is not a single Mohammedan in the place.

The Brahmins in this part of the Bombay Presidency are called Karkanastha Brahmins, and are indisputably the cleverest caste in the Presidency. Many of them have made a name for themselves throughout India, despite great poverty. The Peishwas, rulers of more than half India during the eighteenth century, came originally from a village fifteen miles distant from Mr. Paranjpye's birthplace. They excelled as rulers and administrators, using the lower castes to do the fighting.

Mr. Paranjpye was fortunate in having a cousin, Prof. Karve, of Fergusson College, Poona, who recognized his ability, and who has aided him and several other Indian youths to obtain as good an education as lay within his power. Mr. Karve also belonged to poor people, and had obtained his own education with great difficulty, teaching in his spare time when he was a college student. Since 1892 he has been Professor of Mathematics at Fergusson College. After leaving Anjarla, Mr. Paranjpye went to live with his cousin for a year, and then spent two years at the S.P.G. Mission School at Dapoli, where he began to study English. When he was twelve he went to the Maratha High School at Bombay for four years, coming out top in the Bombay University Matriculation.

About this time Mr. Paranjpye, being now sixteen, married a small girl of eleven; but, as all who have been in India know, this incident affected but little his plan of life. Mr. Karve had been appointed Professor of Mathematics at Fergusson College in 1892, and his nephew followed him here, to continue his education.

Fergusson College arose out of the development of the New English School, founded by three or four gentlemen, in 1880, to facilitate and cheapen the means of popular education. The college was opened in 1885, at first only for the first year's examination; but in 1895 its Arts course was fully recognized by Bombay University. The college professors work for ridiculously small pay, sufficient for bare maintenance. Their salary is about 70 rupees a month, or £56 per annum; and they are pledged to the work for twenty years. All are men of remarkable ability, have come of poor families, have had great difficulty in obtaining higher education, and hold very high degrees in the University. The first Principal of the College, Prof. V. S. Apte, was a distinguished Sanskrit scholar, author of a Dictionary and Grammar, and died at an early age in 1892. His successor, Mr. Agarkar, editor of the *Reformer*, and a great champion of social reform, died in 1895, when he was succeeded by Mr. Gole, Professor of Natural Sciences. Amongst the members of the staff are Mr. Gokhale, who teaches English, history, and political economy; Prof. Rajwade, who resigned an appointment of Rs. 350 a month, to succeed Mr. Apte in the Sanskrit Chair; and Mr. Karve, Professor of Mathematics, relative of Mr. Paranjpye. In this post he succeeded Mr. Tilak, who two years ago was prosecuted for alleged sedition in his paper, the *Kesari*.

Mr. Paranjpye passed his Previous Examination in 1892, First B.Sc. in 1893, and Second B.Sc. in 1894; in all of which he was the only man who got a First Class. He then was appointed to a fellowship (something like a student-teachership) in Fergusson College, and passed his Intermediate B.A. in 1895, at the head of the First Class. In June, 1896, he was appointed to a Government of India Scholarship, which is of the value of £200 per annum, and requires the holder to continue his studies at Oxford or Cambridge.

Mr. Paranjpye chose St. John's, Cambridge, as his college. Asked the reason, he replied: "I have a taste for mathematics, and, as St. John's has turned out the largest number of Senior Wranglers, I concluded it was the best mathematical college in Cambridge. Besides, all the books I had read in India were by Johnians."

Mr. Paranjpye's private coach was Mr. R. R. Webb, of St. John's. On an average, he has studied seven hours daily during these three years. He states that, not only has his health not suffered, but that it has improved remarkably, during his stay in England. He is devoted to tennis for recreation. In all probability, he will remain two more years in England, and then join the staff of Fergusson College.

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MEASUREMENT AND SIMPLE SURVEYING.

AN EXPERIMENT IN THE TEACHING OF ELEMENTARY GEOMETRY.

By BENCHARA BRANFORD.

I.—A DIALOGUE, 1899.

TEACHER (to lad, sixteen years old, beginning trigonometry—lad has "done" two books of Euclid and part of the third): "If one of the angles of a right-angled triangle is 70°, what is the size of the remaining angle?"

LAD: "It may be anything."

TEACHER: "Can a triangle be made out of any three given angles?"

LAD: "Yes, just as it can with any three sides."

TEACHER: "Then make one with the angles 70°, 90°, and 90°."

(Lad finds it impossible.)

TEACHER: "Do you know anything at all remarkable about the angles of a triangle?"

LAD: "No."

(Teacher then sets the lad to measure, with protractor, the sum of the angles of a variety of triangles, whereafter astonishment is expressed at the fact that 180° is always obtained! Lad then finally recognizes that this result is what has been already "proved" by him in Euclid I. 32. It appeared that the lad had never realized the quantitative property of I. 32 by actual concrete measurement. The theorem was, evidently, little more than a phrase to him, of which certain conventional uses could be made in the highly abstract march of Euclid in which he had been drilled.)

II.—THALES OF MILETUS (600 B.C.).

Thales, the founder of Greek geometry, discovered "some things in a more abstract manner, and some in a more intuitional or sensible manner."—(PROCLUS.)

I. BEYOND drawing the reader's attention to the contrast existing between the above two pieces of history ancient and modern, I will make no further remark upon the matter at present, but proceed to narrate, in as suggestive a way as I can, some details of an experiment I tried with a small class (seven) of children (average age ten) in the teaching of elementary geometry. Where my experience appears to me to have fully proved the value of some general principle, I have forthwith drawn attention to it, even at the risk of breaking the continuity of the details of my narrative. I believe that the statement of a general principle is really influential only when it appears along with the particulars that gave rise to it and the

detailed applications that subsequently tested and verified its truth.

2. *Euclid breaks the Continuity of Child-life.*

Any one who has attempted to teach Euclid to young children, and thoughtfully pondered over the result, has probably been much struck by two facts—first, the surprisingly complex spatial ideas, and power of using these ideas for practical purposes, possessed by children; secondly, in complete contrast with the first, the fact that they are exceedingly slow, and often totally unable to assimilate the *Euclidian* treatment and elaboration of spatial ideas. We feel sure, as teachers and psychologists, that somewhere there has been a *break* in this attempted development of their geometrical knowledge, a discontinuity of treatment, a chasm across which the child-mind has failed to leap, a lack of links of association by which the new spatial life (if I may so speak) may be hooked on to the old. All these metaphors are useful for my purpose.

3. *Is School-life to neglect Life before School?*

It appears to me that one of the most inspiring signs of the times in education is the growing feeling—and the attempt to realize it—that, when he passes under the school door, a child shall not feel as if entering into an unsympathetic, foreign world, where all is mysterious and artificial, out of which he passes periodically, with dazed ideas, only too glad to find himself once again amidst the familiar and the intelligible. We would have him, on the contrary, bring with him his outside ideas of the real world into our schoolroom, there to be explained and developed, thus forming a firm basis on which to help him build the superstructure which is to increase his understanding of that world outside the schoolroom—the world, *par excellence*.

4. *What Space-knowledge has a Child before entering School?*

What is the particular application of this great educational principle in our present task? It is simply that we must try to discover and appraise at its true value the kind and amount of “geometrical” knowledge the child has already in his possession, and the way in which he has gained this mastery; for, in a very real sense, a “mastery” it is.

Listen to the talk of even a very young child, say of five or six (long before he enters school for geometry). What kind of words and phrases does he use? Top, side, bottom, above, below, inside, outside, upon, here, there, shorter, taller, big, little, far, long, broad, thick, thin, solid, point, line, round, half-as-big, &c. These are taken at random; many, many others might be added to the list. I would ask for careful reflection upon these words and the manifold intelligent uses a young child makes of them. We very soon begin to see the surprisingly complex stock of geometrical ideas—space-knowledge—the child has gained. Here, surely, our aim should be to help the child, mainly in his own way, by observation, simple reflection upon concretely presented phenomena demanding explanation, by tentative processes (error alternating with success—as in life), &c., to continue this exploration of the physical world with increasingly accurate observations and more definite ideas; above all, we have at once the duty and the pleasure of opening to him wider the world of quantitative measurements by means of number.

5. *The Welding of Arithmetic and Geometry in Intelligent Measurement by Units.*

“Arithmetic and geometry,” said the great Kepler, “afford mutual aid to each other, and cannot be separated.” This was the spirit of the ancients. “Jack is bigger than Harry,” a child will remark: here we have vague quantity. “Father is much bigger than Harry”: here is a successful attempt at greater precision. When a child has grasped the idea of a unit of measurement, and uses intelligently such phrases as “Father is just nine inches taller than Harry, as nearly as I can measure,” he has advanced a long way into the heritage of knowledge bequeathed to him by his ancestors. In place of vague “how-muchness” or “whereness,” we gradually help him to substitute numerical statements, so that, after the discovery of the simpler numbers, answering “how many?” (one, two, three, . . .), in the nursery, the child at six years of age, say, passes rapidly into the use of number as the measure of spatial magnitude. Contrast “Where is the stamp?”—“It is on the table, near that corner,” with the stage wherein could be grasped the reply, “A corner of the stamp is 5 inches from one edge of the table and 7 inches from the other, in a corner of the

table indicated.” In the first we have vague geometry of position, in the last definite numerical measurement of geometrical magnitudes. Observe, incidentally, that “geometry of position” (*analysis situs*) is a branch of quite elementary geometry, almost totally neglected in “Euclidian” education. To emphasize more cogently this early and continuous welding of geometrical with arithmetical conceptions, contrast the sentences: “May I have some nuts?” “How many nuts may I have?”—“Five.” “I have half milk and half water to drink at tea.” “Half an orange.” “My foot is eight and three-quarter inches long.” There is here a gradual passage from vague “how many” to precise “how many,” from mere plural to definite number, then from number as “how many” to number with vague units (cup or orange), as “how much,” finally up to the use of number as a measurement of geometrical magnitude in terms of units, themselves precisely measured (inches). The advisability of rapidly reaching in education the use of number, not merely as multitude, but as magnitude—*i.e.*, not merely as “how many,” but as “how much”—has been forcibly presented by the American writers McLelland and Dewey—an admirable combination of teacher and psychologist—in their much-to-be-recommended little work on “The Psychology of Number” (Appleton & Co.).* This intimate relationship between spatial ideas and number ideas, early in child life, is a fact almost entirely ignored in school teaching.

6. *A Rough Classification of a Child's Space-Knowledge.*

Even a very rough classification of the fundamental geometrical ideas of the young child may be useful and suggestive, and possibly pave the way for more thorough research. It surely behoves us, as teachers, to see to it that we carefully develop to fuller ripeness all conceptions already acquired by the child in his attempt to understand more and more thoroughly the world around him. To neglect a single one is undoubtedly a grave error, for all the conceptions already acquired are obviously those necessary and fundamental to the further interpretation of reality.

I. *Position*: (1) vague, *e.g.*, outside, inside, above, below, &c.; (2) less vague, *e.g.*, near the corner, just beyond, &c.

II. *Motion*—Distance and time: (1) vague, *e.g.*, quick, slow (of movements); (2) less vague, *e.g.*, very quickly, far more quickly than . . .

III. *Geometrical Quantity*—Measurement: (1) vague, *e.g.*, taller, big, little, long, equal; (2) undefined units, *e.g.*, half an orange; (3) defined units, *e.g.*, 5 inches . . .

IV. *Geometrical Quality*—Description, *e.g.*, line, surface, solid, edge, sharp, blunt, circles, balls.

One may remark here that the purely Euclidian treatment of geometry—with a few trivial exceptions—omits, to all practical intents and purposes (which phrase I take to mean the fuller understanding of the world as geometrical), all further intentional development of I., II., III., through the instrumentality of quantitative measurements in terms of *concrete definite units*.

7. *The Child's Space-Knowledge is mainly used for Description or Identification.*

Generally speaking, one may fairly describe all this extensive vocabulary of ideas belonging to the child as descriptive, seeing that the purpose is seldom accurate measurement, but merely the desire of describing or identifying. Observe the vagueness from a geometrical standpoint evinced in such common sentences as these, “Come out and run round the haystack”: here we have respectively the geometry of motion, position, motion again, material object regarded as a perimeter. Again, “A thick piece of bread with plenty of jam spread on the top”: here we have six references to geometry. In such sentences we note the wonderful complexity of geometrical ideas attainable by mere infants.

* To avoid possible misinterpretation, I add that, valuable as the above work appears to be, the views of the writers with respect to the “origin” of number—*viz.*, “in the adjustment of activity,” a very vague phrase, for the authors’ use of which I refer to the book itself—are, in my opinion, far from representing the whole facts of the case. Such attempts at the discovery of the “origin” of concepts, in the present state of psychological science, are mostly nugatory.

† I remark again, in justice to myself, that the above is but a very rough, provisional classification, for the purposes of my articles, and in no sense intended as a rigidly scientific classification of the subject.

8. *The Kindergarten.*

(1) *Simple Description.*—Gradually this descriptive knowledge is rendered more precise, and new ideas are added by a course of kindergarten training, when the child is asked and helped to describe the geometrical properties of simple objects, *e.g.*, cubes, squares, boxes, balls, cylinders, &c. Herein the ideas corresponding to the words (corners) points, lines (edges), surfaces (faces), solids, &c., grow in wealth and precision.

(2) *Paper Folding.*—Then come paper-folding problems, training for eye, mind, and hand, where neatness and accuracy get developed, while simultaneously come notions of angles, parallel lines, right angles, blunt angles, sharp angles, perpendiculars, polygons, &c. There is a danger of over-elaborating this subject; it is a necessary preliminary—or let me rather say advisable—to higher development by the use of measured units, but may, if too long continued, easily pass into mere mechanical fooling wherein the mind ceases to be active and power ceases to be developed. If the course is begun at a reasonably right age, a few weeks with a lesson or two of half an hour a week should suffice to yield all the educational value that is likely to be got from it.*

I proceed to describe, with the help of carefully written memoranda, made at the end of each lesson, an experimental course of teaching in elementary geometry, such as I spoke of, which may be of suggestive interest to many teachers.

9. First lesson (about thirty minutes): Sheets of paper distributed to each child; all asked to make a square. (The children had been through a simple course of paper folding such as I have described, and all made a square neatly.)

TEACHER (addressing a particular child; in future I omit remarks of this kind): "What do you mean by the word 'square'?"

CHILD: "A square is a figure with four equal sides and four right angles." (This definition was not memorized by rote, but reached by actual observation of squares in paper-folding exercises.)

TEACHER (taking up one of the squares and bending it): "Is this a square?"

CHILD: "No."

TEACHER: "Why not?"

CHILD: "Because it is not flat."

We thereupon agreed to insert the word "flat" in the definition of a square.

TEACHER: "How can we tell when a figure is flat?"

Various answers to this, such as (1) "When it is not like a ball," (2) "When it is smooth all over and not bumpy," (3) "When you cannot measure the height of it," (4) "By laying something flat on it," (5) "When it looks flat," (6) "When you cannot measure its thickness."

Note here that (1), (4), and (5) have more elements of truth in them than the rest; in (2), (3), (6) we have a confusion between the general idea of a surface and the particular kind of surface known as a "flat" or "plane" surface. This was more distinctly brought out by further questioning, when the child who gave answer (6) also added that "a figure is flat when it has only breadth and length." In these answers several paths are suggested as worth following out. The one that led ultimately to a satisfactory answer, indirectly dispelling the confusion and vagueness evinced in the minds of the children, was the clew given by (2), (3), and (6). The aim now was to help the children to find out, by appeal to objects around them, the distinction between "surface" and "flat surface." In doing this they will be stimulated to distinguish surfaces from solids, lines, and points, and, again, flat surfaces from curved surfaces. We therefore proceeded to classify—for geometrical purposes (note the abstraction here from colour, hardness, and other properties of a body, with attention only to form or shape; a rough list of the qualities neglected in geometry is, of course, to be got out of the children themselves)—we therefore proceeded to classify various objects in the room. Needless to say, this proved a very interesting task, and was entered into with spirit and

success. The names of objects as observed and named (geometrically) may be now placed on the blackboard; the children can then proceed to rearrange them neatly into classes—a simple, yet truly scientific procedure, remark—with as little help as possible from the teacher, but with as much *relevant* criticism as possible of each other. Objects named: Floor, ball, top of desk, edge of desk, corner of desk, outside of ball, face, ear pencil, mantelpiece, &c.

10. *Geometrical Classification of Common Objects, made by the Children.*

I. Points or corners: *e.g.*, pencil-point, desk-corner, &c.

II. Lines or edges: (1) Straight lines or edges; *e.g.*, desk-edge, lines between top of ceiling and wall, &c. (2) Curved lines or edges; *e.g.*, edge of corner of mantelpiece, eyebrows or lips, ears, &c., chalk-line on ball.

III. Surfaces: (1) Flat or plane surfaces; *e.g.*, desk, blackboard, floor, &c. (2) Round or curved surfaces; *e.g.*, surface of ball, face, &c.

IV. Solids: *e.g.*, body, ball, &c.

It was then seen that points (or corners) bounded or separated lines; lines (or edges) bounded or separated surfaces; surfaces (or faces) bounded or separated solids.

Problems: (1) Name some solids that have no edges. (2) How many edges has a box, a table with four straight legs? (3) Describe, or define, a "square" more accurately (four straight sides, &c., flat).

Before proceeding further with these lessons, I think a few general suggestions may be acceptable. My aim throughout is to urge the teacher to a criticism of his principles and methods, to suggest possibilities, to question received traditions, and, above all, to act as a vigorous rebel against the authority of Euclid—in school.

11. *Children themselves can Help us to Determine an Appropriate Order of Developing Geometry.*

It will doubtless be observed, in the foregoing little exposition, that the order of the development of the subject is partly, and even mainly, indirectly decided by the answers of the children themselves. How far a teacher may safely trust to such accidental ideas is a question often very difficult to answer. It is clear that, in a large class, where a variety of replies will occur, a considerable choice, at all events, is offered of pursuing a particular line of thought; yet not one of these replies may coincide in direction with the plan predetermined by the teacher himself. The teacher's common sense will here be exercised in harmonizing due continuity of development with the order that may be suggested, on the spur of the moment, by the chance replies of the children—chance replies, yet of supreme value, because spontaneous.

In the present state of education, we may perhaps admit, as practical teachers, that the main road must be determined beforehand, while the objects investigated by the roadside, on the march, should be those observed by the children themselves. Nevertheless, I am strongly of the opinion that, under better auspices for education in the future, any order of evolution will be deemed good which springs from the spontaneous replies of the pupils, so that, in classes composed of different elements, different orders will occur—different and yet, perhaps, equally effective, for do we not aim simply at helping the child to a mastery of his tools? It is perhaps true that all such roads as these lead to Rome.

It has repeatedly happened to myself to have the entire lesson successfully changed in direction by the spontaneous question or reply of some bright and interested member of the class.

12. *Definitions are the Working Hypotheses of the Child; they Develop Gradually with the Growth of his Knowledge.*

To me it appears a radically vicious method, certainly in geometry, if not in other subjects, to supply a child with ready-made definitions, to be subsequently memorized after being more or less carefully explained. To do this is surely to deliberately throw away one of the most valuable agents of intellectual discipline. The evolving of a workable definition by the child's own activity, stimulated by appropriate questions, is both interesting and highly educational. Let us try to discover the kind of conception already existing in the child-mind—vague and crude it generally is, of course, otherwise what need for education?—let us note carefully its defects, and then help the child himself to re-fashion the conception more in harmony with the truth.

* I here refer merely to what is commonly understood in kindergartens as "Paper Folding." The valuable exercises in the higher species of "Paper Folding," published under the title "Geometrical Exercises in Paper Folding," by Sundarū Row, of Madras, belong to a different grade of school life, although they may occasionally be used with advantage throughout the geometrical education.

This newer and correcter conception, sprung from the old, will itself subsequently be replaced by a truer, but it has thereby played its essentially useful function as a link whereby the vague becomes slowly transformed into the more accurate and true. Only thus can we make sure that the child assimilates knowledge and is really prepared for the digestion of more complex mental food. Contrast this procedure with that of forcibly thrusting into the mind a full-born definition of which the child neither perceives the need nor understands the beauty and the truth.

13. *Definitions are Never Perfected; the Crudest Descriptions serve in the Origins of Science, both in the Child and the Race.*

We may carefully and successfully avoid this grave error of supplying definitions ready made, and yet fall into the opposite extreme. This is an equally grave fallacy in method characteristic of the young enthusiast—the fallacy of aiming at perfection, thoroughness, and complete mastery at the time. It is generally a more or less spontaneous and accidental combination of ideas that clears up an obscurity most effectually in a child's mind: this natural process cannot be forced. Hence, of set purpose, I say: "Be satisfied with a provisional working definition." Indeed, it requires but a moderate acquaintance with the philosophy of language to be aware of the great truth that such things as perfect definitions do not exist—not even in geometry. Once we have watched the gradual and slow procedure by which a child reaches a consciousness of the conventional (strictly approximate) meaning of words in his mother tongue, we have, as teachers, received a valuable object-lesson. At school we can and ought to expedite this process, but it is in vain we strive to alter its nature, which I take to be the gradual emergence of relatively greater clearness and accuracy, through the agency of numberless trials and experiences of a great variety of contexts.

14. *All Conceptions are Subject to the Law of Development.*

Every term that embodies a conception is subject to the fundamental law of growth or development, whereby, in friction with its fellows, its significance is ever gradually changing. Equally true is this of the language of the race and the language of the child. A dictionary that should attempt to give the almost infinitely numerous shades of meaning attachable in a single century to one single word would fill a bulky volume and not exhaust the meaning. It is commonly thought (and a misinterpreted saying of Kant's gives apparent support—the saying that mathematics begins with definitions; all other sciences end with definitions) that geometrical definitions are perfect. But we have only to reflect upon the ceaseless controversies that have agitated, and still agitate, mathematicians and philosophers with respect to the central concept itself of geometry—the straight line—to be once for all convinced that geometry, too, shares the imperfections of her sister sciences in this respect, though of course, in a minor degree.*

15. *Geometry is No Exception to this Law.*

Indeed, the whole history of mathematics is one long-continued development of the implications of terms, not merely as respects the discovery of new truths, but in the reaction of these creations of thought upon the original meanings of mathematical concepts themselves. The upshot of all this is that, as teachers, it seems that we "put the cart before the horse" when we hand to children, in subtly logical form, statements of definitions and axioms, &c., reached by Greek thought only after centuries of effort.

16. *The Lesson taught us by History.*

It appears that, before Plato and Aristotle turned their philosophical eyes upon geometry (neither was a professional mathematician nor made original discoveries in the science, though each made valuable improvements in its logic), the preceding geometers had "used axioms without giving them explicit expression, and the geometrical concepts, such as the point, line, surface, &c., without assigning to them formal definitions." All had gone successfully and merrily onwards without attempt at analysis of foundations. Then came the members of the Platonic School, inspired by Plato, who appear to have created most of the definitions popularly ascribed to Euclid,

and, probably, many of his axioms, too. Aristotle refers to Plato the statement of the axiom "Equals subtracted from equals leave equals." Interesting is it to find, many centuries later (about 1100 A.D.), the famous astronomer-poet of Persia, Omar Khayyám, writing a work in explanation of difficult definitions in Euclid.

And so it ever is; rapid discovery in science invariably precedes criticisms on its logical foundations. How could it be otherwise? Philosophical terminology and strictly formal statement were but wind and chaff without a substantial basis of fact to work upon, obtained by naive intention and common-sense argument. Is it fair to conclude that the giving Platonic conceptions of geometry—in Euclid—to young children has generally resulted in "wind and chaff"—for a like reason? I believe so.

Let us regard our pupils as little pioneers in geometry, and treat their crude definitions and statements with the respect and gentleness of criticism which all thoughtful minds accord to primitive discoverers, in all sciences and in all times—rather have we lashed them with the whip of logical formality! We may, I believe, safely act upon the truth that, in mathematics, if the child himself is active in the creation of the thought from the stores of his own experience, then the conception of the thing defined and the working definition grow towards perfection together in mutual interaction. "I know of nothing more terrible," says Mach, "than the poor creatures who have learned too much. Instead of that sound, powerful judgment which would probably have grown up if they had learned nothing, their thoughts creep timidly and hypnotically after words, principles, and formulæ constantly by the same paths. What they have acquired is a spider's web, too weak to furnish sure supports, but complicated enough to produce confusion." Equally stern is the verdict of Boole: "Of the many forms of false culture, a premature converse with abstractions is, perhaps, the most likely to prove fatal to the growth of a masculine vigour of intellect."

(To be continued.)

COLONIAL AND FOREIGN NOTES.

AUSTRALIA.

Melbourne University is likely to acquire some considerable fame throughout the English-speaking world if it continues to maintain the number of small sensations to which it has given birth during the past year. Its Council includes a number of gentlemen who, when not frantically moral, are disagreeably inquisitorial. But it is not on this account that the University is likely to achieve fame, though I shall have to say something concerning the inquisitorial tendencies of its leading spirits before concluding this communication. A far weightier reason can be submitted in the strenuous efforts which the Professorial Board has made recently to keep the University in sympathy with the pressing needs of this colony. Victoria, as all the world knows, is very much under the influence of democratic ideas, and, in consequence, somewhat aggressive in its attitude towards institutions that are without an altogether utilitarian basis. Democracy and utilitarianism by no means go necessarily together; but, in practice, things work out very much in that way. However, the University people have seen the desirability of linking their seat of learning by closer bonds to the leading industry of the colony—mining. Great dissatisfaction has for some time been expressed with the condition of mining education, and this fact afforded the Faculty of Engineering its opportunity. A scheme has been proposed by Prof. Masson and Mr. Merrin whereby mining and metallurgy will be made one of the high professions, and come definitely under the wing of *alma mater*. These gentlemen desire to institute a degree, making those who gain it Bachelors of Mining Engineering. At present there are some nine separate Schools of Mines, so called, in Victoria. These institutions have, in some cases, become mere night schools—as mining establishments they have ceased to exist. The most successful, or, at any rate, the noisiest—the Ballarat School of Mines—has strongly objected to the lowering of its prestige, which the University scheme would involve, and the consequence is that, for this and other reasons, Prof. Masson and Mr. Merrin are meeting with keen opposition. At the time of writing, a deadlock had been reached. I cannot afford space to go into the arguments in the contest between the schools and the University. It is, however, beyond dispute that the University, being removed from the mining centres, cannot possibly meet all the requirements of students. It is also evident that nothing short of a complete reorganization and centralization of mining instruction will ever enable Victoria to attain the goal sought by all "patriotic" colonials, viz., ability to supply its own mining engineers and to dispense with the

* Those interested in these developments may be referred to a striking essay on "The Foundations of Geometry," by B. A. W. Russell. (Cambridge University Press.)

detested "imported article." The State spends between £12,000 and £14,000 a year on the Schools of Mines, with results that are positively ridiculous.

The Victorian Ministry is naturally much perplexed with this additional dilemma in connexion with the already pressing problem of technical education. Unfortunately, the Ministry is not rich in men of statesmanlike outlook and courage, so I apprehend a fair amount of card-shuffling will take place before any decided move supervenes. Mr. Peacock, the Minister of Education; Mr. Taverner, Minister of Agriculture; and Mr. Foster, Minister of Mines, are all anxious to answer the strident, and occasionally bitter, cry of the people, led by the *Age* newspaper, for technical education; but one trembles for the outcome of their labours.

Australia is, like the curate's egg, democratic "in parts," and it is perplexing to the thoughtful observer to notice how curiously backward the continent is in much that counts for progress. It is for ever running to the old country for instruction, and yet so strikingly in advance of her in a thousand and one matters. When the technical education problem will receive solution in part or as a whole I cannot say. Probably the *Journal of Education* will be many years older before the day arrives.

An illustration of the potency of religious organizations in a new community is afforded by the determination of the National Scripture Education League in Victoria to prosecute a vigorous agitation this winter in favour of the reintroduction of the Bible into State schools. In previous letters I have referred to Mr. Deakin's motion in Parliament, and that eloquent Radical promises to pursue his campaign. The movement, for a time, bade fair to drop; but, last month, a new development has taken place, and when, a fortnight ago, I attended the annual meeting of the League, I found all the religious bodies, headed by the not too enterprising Anglican bishop, alive with enthusiasm.

The League proposes to agitate at once by means of sermons, petitions, and public meetings in support of Mr. Deakin's resolution; and the whole campaign will wind up with a monster demonstration at Melbourne Town Hall. It is circulating a manifesto in which it pleads for an amendment of the Education Act in the following sense:—(1) Interpreting the secular clause as not excluding the use of selected passages of Scripture and the explanation of words and phrases, as in the case of other reading books; (2) These Scripture lessons to be part of the ordinary course of school instruction and inspection, and to be prepared on some such lines as those of the London School Board; (3) Voluntary religious instruction to be permitted within school hours, but not to take up more than half an hour on any one day in the week; (4) No State-school scholar to be present at any Bible lesson if objection has been made in writing by the parent or guardian.

At the meeting to which I have referred, an interesting *résumé* of the operations of the League prior to the last General Election was given, in the course of which the following statement was made:—"As it was soon made evident that a majority of the present Parliament, although pledged to Scripture instruction as part of the School curriculum, were against the adoption of the Irish National Scripture Lesson Books, and seeing that we had offered those books only as indicating the kind of thing which we were prepared to accept, and as an answer to the oft-repeated cry that we were not united, we found no difficulty in declaring our readiness to accept any similar set of Scripture extracts that would commend itself to Parliament. We have prepared a set of Old Testament extracts of our own, and are ready to commend for acceptance a volume published by Messrs. Nelson, containing Luke's Gospel with explanatory notes. We also, in a tract just printed, offer for consideration the syllabus of the London School Board, which is graded in seven standards. But we do not insist on any of these as text-books, if more suitable can be obtained."

I have italicized the last sentence in order to emphasize the fact that the advocates of Bible teaching in State schools are pledged to no particular text-book or scheme. It is significant that the tone adopted by the Radical *Age* and the Conservative *Argus*, the only two morning papers in this city, towards the League and its work has during the past nine months undergone a remarkable change in a favourable direction. This counts for much in a newspaper-ridden colony. Neither paper declares in favour of, but neither violently opposes, the League's minimum demands.

In the matter of religious instruction in State schools, the various Australian colonies, or "States" as they will be called after Federation, differ very widely. New South Wales is a happier colony from the point of view of the Christian educationist than her younger sister Victoria. The arrangements made for religious instruction in the State schools ruled from Sydney are but imperfectly understood in England. Appreciating this fact, I recently induced Mr. Hogue, the New South Wales Minister for Education, to supply me with a departmental memorandum giving the official particulars. This I append to this letter for the information of English readers. The New South Wales system has been imitated by at least two other colonies within the past twenty years.

Whilst I am writing on New South Wales matters, I would like to take this opportunity of warning medical men against migrating to

that colony. Most of the professions in Australia, the scholastic especially, are overcrowded; but the medical seems to be in the worst plight. According to the report of the Senate of Sydney University, however, the situation will become still worse within a few years if a good proportion of the budding medicos now at the Medical School pass through all their stages. The pass figures for the Faculty of Medicine for the last examination were as follows:—

	Candidates.	Passed.
First-year examination	25	19
Second-year examination	38	25
Third-year examination	23	16
Fourth-year examination	29	21
Fifth-year examination	23	22
	138	103

The University has already turned out 121 graduates as Bachelors of Medicine, only seven of whom were importations from other countries, who took degrees *ad eundem gradum*. It has been calculated that the next five years will see the medical profession augmented by two hundred and fifty locally trained and qualified practitioners. The *Australasian Medical Gazette* is up in arms, and blames the school at the University for the overcrowding.

Returning to Melbourne—Sydney's "hated rival"—the most important scholastic event of the past two months, apart from the matters already touched upon, has been the revival of the attempt on the part of the "unco' guid" to profit by the Marshall Hall *fiasco*. Prof. Marshall Hall little thought when he made his sensational speech in 1898, and published his alleged "libidinous" poetry, that the consequences of these acts would endanger the security of the freedom of all his brother professors at Melbourne University. Such, however, has been the case; and the Council of the University recently passed a resolution favouring amendment of the University Act in the direction of giving it control over a professor's conduct inside and outside the unfortunate lecturer's duties. The Council, however, on submitting its resolution to the more democratic Senate, received a very pointed snub. After lengthy discussions, the Senate, by a large majority, passed on to the next business. What will happen I cannot tell. My personal sympathies are emphatically with the Senate, although I consider Prof. Marshall Hall's unwisdom and recklessness to be very culpable. A great principle, however, is at stake, viz., that, apart from his professorial duties, a professor of an avowedly secular University should be at liberty to hold whatever opinions he chooses. The Council is by no means unanimous in its desire to constitute itself a sort of modern Inquisition; and it is significant of much that the Chief Justice, Sir John Madden, who is also Chancellor of the University, voted with the minority. From a statesmanlike standpoint the Council's defeat is to be seriously desired. Australians love a religious wrangle, as has been proved by the Dr. Strong and Ferguson cases; but they are proud of their University professors, and are jealous for their freedom of thought and action. In my next letter I may be able to conclude the story of "the indiscretions of Marshall Hall"—to quote the London *Critic*.

The following Memorandum was supplied to our Australian correspondent by Mr. Hogue, Minister of Education:—

"Department of Public Instruction, Sydney.

"Section 7 of the Public Instruction Act provides that general religious teaching shall form part of the course of secular instruction. This religious teaching is placed on exactly the same footing as geography, grammar, or any other subject. At the annual inspection of schools the failure of any class to reach the standard in Scripture would tell against the teacher, just as satisfactory work would tell in his favour. In the junior classes, when children are unable to read, all lessons are given orally, in the form of lectures, and generally cover a complete course of Old and New Testament history. In classes above the Second the Irish National Board's Scripture Lesson Books are regularly read. There are two volumes of Old and two of New Testament which have to be gone through. The standards, pages 34 to 43, under the heading "Scripture," show how the lessons are distributed.

"All teachers, irrespective of creed, are required to teach these Scripture lessons, and in no case has any refusal to do so taken place, nor has any complaint ever been made to the Department that the lessons have been ridiculed or made light of.

"Section 18 of the Act and 118 of the Regulations allow a parent to withdraw his children from all religious instruction by notifying his wish, *in writing*, to the teacher. As a matter of fact, such notifications are so few that, for statistical purposes, they may be said not to exist. The general outcome of the instruction is that all pupils receive a substantial knowledge of Scripture history, and are made acquainted with the moral teaching contained in the Bible.

"With the view of obtaining a wide expression of opinion upon the question as to whether the Irish National Board Scripture Lessons are advantageous in promoting the moral and intellectual education of the pupils in public schools, a circular was addressed to all inspectors of schools under this Department requesting them to state their views upon the matter. It was found that the large majority of these officers expressed a decided opinion that the Scripture lessons are calculated to

exercise a beneficial effect upon the pupils both morally and intellectually. The following extract from the report of one of our most experienced inspectors may be taken as representing the true value of the lessons:—"In cases where teachers deal with the books as they would with ordinary class books, giving an intelligent exposition of the subject-matter of the lessons, testing by examination to what extent the pupils comprehend its scope and meaning, and dwelling with judicious force and impressiveness upon such points of religion and morals as these lessons inculcate, there can be no doubt whatever of the benefits accruing. I believe that in about 50 per cent. of our schools these lessons have been so treated."

"Outside this *general religious instruction*, Section 17 of the Act provides for what is called *special religious instruction*. Any recognized clergyman or other teacher authorized by his Church has the right to give to the children of his own denomination one hour's religious instruction daily. Unlike the general instruction, this may consist of worship and purely sectarian teaching. It is given during the ordinary school-hours, and, where two or more clergymen of different denominations visit, the teacher, the clergymen, and the School Board find no difficulty in making arrangements to suit all concerned. As a rule, no teacher of special religious instruction visits more than once a week. There are no sectarian difficulties in working the clauses providing for general or special religious instruction, because the system has always formed a part of the school routine of the colony, and probably only a very small percentage of parents would like a change made unless it were in the direction of giving more, and not less, religious teaching."

"A copy of the Act and Regulations is appended. Attention is invited to Clauses 7, 17, and 18 of the Act, and to Regulations 109, 111, 112, 117, 118, and 119."

INDIA.

There are indications that India, too, is to have her Minister of Education; or, rather, at this year's Convocation of the University of Calcutta, the Chancellor—that is to say, the new Viceroy—delivered an address which has created that impression. "I read," he said, "in many newspapers and in the speeches of public men, that our system of higher education in India is a failure, that it has sacrificed the formation of character upon the altar of cram, and that the Indian Universities turn out only a discontented horde of office-seekers, whom we have educated for places which are not in existence for them to fill. . . . But I ask, in the first place, is it possible, is it likely, that we have been for years teaching hundreds and thousands of young men, even if the immediate object be the passing of an examination or the winning of a degree, a literature which contains invaluable lessons for character and for life, and science which is founded on the reverent contemplation of Nature and her truths, without leaving a permanent impress upon the moral as well as the intellectual being of many who have passed through this course? . . . And, in the second place, I hear from the permanent officials, almost without dissent, that there has been a marked upward trend in the honesty, the integrity, and the capacity of native officials in the Government Departments. . . . I conclude, therefore, that knowledge has not been altogether shamed by her children, grave as the defects of our system may be, and room though there may be for reform. And I refuse to join in a wholesale condemnation which is as extravagant as it is unjust. But, when I admit the existence of imperfections, you may say that, as the head of the Government, it is my duty to define them, still more to find the remedy. May I remark, in reply, that, though I have been here long enough to find out that everything is not perfect, I have not been here long enough to dogmatize as to how perfection may be attained? Perhaps in succeeding years I may be able to express opinions which will be less presumptuous than they would be at the present time. On the whole, I believe the present system to be faulty, but not rotten. I feel that cautious reform, not wholesale reconstruction, should probably be the motto of our action. There is one consideration, however, by which I am forcibly impressed. I find myself Chancellor of this University in virtue of my office as the Viceroy of India. I draw from this fact the not unnatural conclusion that the Government of India assumes some direct responsibility, not merely for this University, but also over the entire system of which this University is the exemplar and the head. At the same time, I am not certain that the Supreme Government applies as close an attention to, or exercises as genuine a supervision over, education as it might do. There is no separate Education Department in the Government of India, as we have in England, with an organization and staff of its own, and there is no official charged with the ministerial or secretarial management of education alone. May it not be that we have been somewhat remiss ourselves in the task, and that we have been expecting a plant to flourish when we have not sufficiently exerted ourselves to trim and prune its branches? Be this as it may, I can promise that the subject of education in this country, in which I think are involved both the reputation of England and the future of India, shall, during my term of office, have my earnest attention."

This utterance has not unreasonably been interpreted as foreshadow-

ing the creation of a Minister of Education—a prospect which has evoked expressions both of content and alarm in India, as it evokes them wherever it appears. Nobody, of course, would deliberately build up a "cast-iron" system, but there are matters in which a certain uniformity is essential, and education, even in India, is, we suspect, one of them.

Another Convocation address runs on much the same lines. Here it is the Chancellor of the University of Allahabad, Sir Anthony MacDonnell, who is speaking. "I read," he says, "in the newspapers, and I am told by gentlemen of intelligence with whom I converse, that our educational system is imperfect. I am told that the system overstrains the minds of the young students; that it fails to fully develop the intellect or mould the character of the older students, and that it weakens reverence and respect for religion and authority. These complaints touch both the method of our teaching and its results—they touch, in fact, the whole fabric of our educational system—and it seems to me that it may be profitable if I avail myself of this opportunity to examine them, to estimate what has been the success and what the deficiencies of our system of public instruction, and what are the broad improvements of which the system is susceptible. . . . The gains are of two kinds—gains to the public and to the promoters of commercial and industrial enterprise in the country by the provision of trustworthy and efficient public officers, agents, and servants of all classes; and gains to the public generally in the establishment of better intellectual, social, and moral standards. On the first point there is no room for doubt. A vast improvement has been effected in the purity and efficiency of our administration by the introduction into it of the men whom our schools and colleges have turned out. Every employer of labour will tell you the same thing so far as his business is concerned. . . . And this improvement of the moral standard in the public service and in professional and commercial life cannot have been without effect on the country at large. I admit that on the masses of the people education has, in these provinces at all events, had little positive effect as yet. But the classes above the masses have been moved; the leaven of our education, the morality of our laws, and the fair play of our administrative principles have produced a salutary change, and it seems to me that the change is gaining in volume and velocity as time wears on. . . . Of all the ways in which this improvement manifests itself, perhaps the most interesting and hopeful lies in the better conception of duty and responsibility which is spreading, in the attention and reverent respect now being paid to the purer ethics of the earlier creeds, and in the combined efforts which are being made to purge caste customs and rites of their extravagances. These are great gains; they are progressive and cumulative; and they should not be forgotten by any one who undertakes to weigh our educational endeavours in the balance. I come now to the other side of the account; and here it is, I regret to say, only too true that many defects of character give occasion for scorn; that superficial learning and pretentious self-assertion are frequently apparent; that rudeness of manner is mistaken for independence; and that there is often a lamentable want of respect for religion and authority. But, while this must be admitted, I would ask you to remember that we are still merely in a transitional stage, and to consider whether the blame lies at the door of the educational system, or whether it is attributable—at all events in part—to causes over which the teacher of to-day has but small control."

The Chancellor himself attributes it to the attempt to graft Western knowledge on an Eastern stock. In former times in India "all education was based upon religion"; to-day "there exists, and can exist, no union between knowledge and religion," and the country is suffering—for a time—from the inevitable consequences. But "there is no going back upon the past. . . . All that can be done is, while securing the advantages of the new knowledge, to neutralize, as far as possible, the untoward effects it is producing on personal conduct." For the solution of this particular religious difficulty, the Department of Public Instruction looks chiefly to an extension of the grant-in-aid system, but, at the same time, it does what it can towards promoting the interests of discipline and moral training. "It enforces," for instance, "a system of inter-school and college rules, whereby education is conducted in an orderly and honest way; it has introduced a set of text-books containing lessons bearing on personal conduct, and holding up high ideals of character and action for imitation; it has supported the establishment of boarding-houses in which students may reside, subject to wholesome social and religious restraints; and it encourages other methods of enforcing obedience, respect for authority, manliness, and truthfulness." But here, as elsewhere, "the parents and guardians of the students do themselves often frustrate the teachers' best efforts to build up their children's characters," so that failure follows, the responsibility for which does not always rest entirely with the teachers. At the same time, the Department has not, according to the Chancellor, made a sufficient provision in the past for the training of teachers, which, in his own words, "is the best security for good moral training that the Government can supply." That defect is now to be remedied, and other remedies will doubtless follow in due course.

There is, indeed, still much to be done for education in India, but when we remember that, in 1793, Wilberforce received no support from Parliament for his proposal to insert in the Charter Act some recogni-

tion of the claims of education, and that the feeling was even expressed that education had lost us the American colonies, and that it would be folly to tempt the same fate in India—when we remember these things and read such hopeful utterances as we have referred to above, we may well, in spite of the outcries of pessimists, share in Clough's comfort that

"While the tired waves, vainly breaking,
Seem here no painful inch to gain,
Far back, through creeks and inlets making,
Comes silent, flooding in, the main."

JOTTINGS.

M. ANTONIN ROCHE, for many years the most fashionable teacher of French in London, died on July 9. A prominent Legitimist, he was one of the *émigrés* of the '30 Revolution. He was a voluminous writer of school-books, and his "Histoire des principaux Ecrivains français" is a series of pleasant *causeries* still worth reading. The present Duke of Devonshire was one of his pupils.

DR. RICHARD CONGREVE, who died at Hampstead on July 5, in his eighty-first year, was chiefly famous as the high priest of English Positivists. But he was also, in his day, a distinguished teacher both at Oxford and Rugby, and his edition of the "Politics" is still consulted by Oxford Greats-men. He was educated at Rugby under Dr. Arnold, and obtained a scholarship at Wadham College. After his first-class in Greats he was elected Fellow and Tutor of his college. He was appointed by Dr. Arnold to an assistant-mastership, but, in consequence of his change of religious views, he resigned his post and returned to Oxford. Though "stiff in opinion, always in the wrong," none who knew him could fail to admire his rugged independence of character and utter disregard of all personal considerations.

SCHOOLMASTERS and mistresses are taking thought for the summer holidays, more carefully, if not so eagerly, as their flocks, and one concern—not the least pressing—with many is what books shall they take with them. Let us recommend, particularly to readers of French and German, Messrs. Williams & Norgate's Book Circular. Besides a large list of new and second-hand books, it contains excellent descriptive notices of new foreign publications. The section on French novels is the fullest, and at this season will prove the most acceptable.

THE CAMBRIDGE TRAINING COLLEGE FOR WOMEN TEACHERS.—The following scholarships have just been awarded for next September, to be held at this College:—the Council Scholarship of £30 to Miss Annie D. F. Salmond, M.A. Aberdeen (Honours in Philosophy, Seafield Gold Medal and Minto Memorial Prize in English); the Council Scholarship of £25 to Miss Minnie L. Arthur, M.A. Glasgow (Honours in Modern Languages); the Gilchrist Scholarship of £25 to Miss E. M. Lloyd, B.A. Wales (Honours in English), of University College, Aberystwyth; the Council Scholarship of £20 to Miss Gertrude Williams, B.A. London (Honours in English); and the Scholarship of £20 offered by the Cambridge Training College Guild of Old Students to Miss E. Boyd, B.A., Royal University of Ireland,

MR. ARTHUR CLIFFE has been good enough to send us the report of an English lesson given by him and the headmaster to the *Obersecunda* (lower sixth or upper fifth form) of the *Musterschule* at Frankfurt. Two things strike us—the amount got through in the hour and the amount of English known by pupils who had had only fifteen months' training. Here is the plan of the lesson: 1. "Meinhold's Pictures," No. 20—baker's and butcher's shop. 2. Anecdote to be related, and questions answered. 3. Reading at sight from an English reader. 4. Story to be told in German and retold by the class in English. As to the class's knowledge of English, we will quote, as more amusing and, perhaps, more instructive, the weakest part of the exhibition, a conversation between two boys, acting the baker and his customer. C.: "What costs a roll?" B.: "Six pfennigs." C.: "Please give me it. Have you also a loaf?" B.: "What kind of them do you want?" C.: "I want a large one." B.: "There are some who have got six pounds and others which have got three pounds." C.: "Give me one with three pounds." B.: "It costs sixpence." C.: "Here they are." This is far from perfect English, and the reproductions of the stories are far better; but we wonder how many boys who have been learning German for twice the time in English public schools would have done as well. We look forward with interest to Dr. Walter's "English nach dem Frankfurter Reform-Plan," in which reports of this and similar lessons are to appear.

THE arrangements for administering the Anne Jane Davies Memorial Fund, which amounts to £1,100 after deducting all expenses, are now

complete. The Liverpool School Board will act as trustees; and, since the plan of having the fund managed by the Liverpool Council of Education has fallen through, the School Board appointed a suitable committee *ad hoc* on July 10, consisting of fifteen members, eight of whom are ladies. Loans will be made up to the sum of £20 to those pupil-teachers who wish to enter a training college, and whose means are otherwise inadequate to enable them to obtain training. The condition laid down is that the sum be repaid the committee within two years of obtaining lucrative employment. Already five applicants have received loans. It will not be forgotten how much good Miss Davies was able to effect during her lifetime by keeping a comparatively small sum floating for this useful purpose.

WE have given lately some astounding specimens of Continental English, but we fancy it would not be difficult for foreigners to turn the tables on us. Within only the last month we have heard or read the following instances of French as written or spoken by educated Englishmen. Mr. W. E. Henley, who ought to know better, begins an article in the *Pall Mall Magazine* with a quotation which purports to be taken from "Rabagas": "Ah, quel noce, mes amis, quel noce!" A *grande dame* on the Ascot racecourse was overheard pointing out to a Frenchman some carrier pigeons: "Voilà des oiseaux qui ont apporté quelque intelligence à Londres." The same gentleman received an invitation to dinner couched as follows: "J'espère qui vous pouvez venir, car j'ai demandé quelques peuples pour vous rencontrer." Another Frenchman, going over the stables of a sporting nobleman, took up a currycomb and asked what it was for. His host answered: "Donnez-moi le chose; je vous montrerai le chemin de faire."

THE annual summer number of the *School Journal* is phenomenal; we must for once be guilty of a vulgarism; there is no other word for it. It weighs 12 oz., runs to 120 pages considerably larger than this *Journal*, and contains some hundred portraits, besides numerous other illustrations and a number of excellent articles, notably one on the "Study of English Prose Classics as a means of Rhetorical Training," by Dr. J. Scott Clark. Strange to say, it has no imprint, no address, no table of contents, no price, or scale of advertisements—at least, we can't discover them. Such information is doubtless not needed in the States, but the editor would do well to enlighten our English ignorance.

A STRANGE contrast to the *School Journal* is the *Central African British Gazette*, published at Zomba, price 3d., a small sheet of four pages, two of which are advertisements. We notice it because of a batch of essays written by native boys belonging to the Livingstone Mission. The remarkable thing about them is that Hezekiah Mkuchow and Elijah Mwasi write as good English as John Smith or Tom Jones in the fifth standard of a Board school. All have got it well into their heads that it is a good thing to plant trees, whether for rain, or fruit, or timber; and a bad thing to cut them down before they are full grown. The essays do great credit to the young Livingstonians and to Dr. Law, their teacher.

THE appointment of Mr. Edwin Temple to the Rectorship of Glasgow Academy has created much local dissatisfaction, not, as it seems to us, without reason. Of Mr. Temple's abilities there can be no question. He took a First Class in the Classical Tripos of 1889, and has since been an assistant-master of Trinity College, Glenalmond. On the other hand (we quote from the letter of a Scotch correspondent), "Would you appoint to manage a large Presbyterian day school, with its typical Scottish ways, a young and unknown man from a small Episcopalian boarding school? He has no teaching, only management, so that his degree does not matter. There were in against him a high Wrangler and Fellow of Queens' College, Cambridge, who has had twenty years' experience of Scottish day-school work; his own old master at Fettes, now Rector of Aberdeen Grammar School (a day school); and a very good man from Edinburgh Academy."

THE June Matriculation List of the University of London is the largest we remember to have seen, containing 1,291 names. Of these 21 are in the Honours Division, 768 in the First, and 502 in the Second Division. The entries were 2,669. Of the 21 Honours, Bancroft's School takes four and the North London Collegiate School two; five are "private study."

THE London School Board has undertaken to start an "evening continuation" class at Wormwood Scrubs Prison.

THE difficulty of finding a sufficient supply of teachers has induced the London School Board to increase the number of its pupil-teachers. But, of course, the education of these is properly looked after, both during their apprenticeship and—in case they are unable to find room in a training college—until they pass the Government examination.

THE Bradford School Board has made arrangements with the French Education Department to exchange four teachers for a year. The English teachers will be in the position of training college students.

MR. M. E. SADLER distributed the prizes at the annual function of the Battersea Polytechnic last month.

THE following is the exact wording of the resolution of the Senate of the University of London which has put an end to the vexed question as to where the new University should be housed:—"That the Senate accepts the proposal of Her Majesty's Government as far as it provides in the buildings of the Imperial Institute accommodation for the work hitherto done by the University; and authorizes the Committee consisting of the Chancellor, the Vice-Chancellor, and Sir J. G. Fitch to settle the formal terms of agreement with the Government, and the Senate reserves the right of the University to hereafter request the Government to make further provision for such further needs as may arise in the future." The resolution was passed by 21 votes to 6. The Chancellor of the Exchequer stated in the House that the Treasury is in agreement with the Senate, and that a minute on the subject will shortly be presented to Parliament.

SIX new School Boards have been compulsorily formed by the Education Department since the beginning of this year.

THE Educational Exhibition at Cardiff was opened last month by Sir George Kekewich.

MANY people have been puzzled by the new word "heuristic," which is used by a certain section of educationists with a significance that recalls the famous distinction between orthodoxy and heterodoxy. The *Times*, however, in speaking of the sectional reprints of the "Special Reports on Educational Subjects," refuses the word altogether, and adds that one of these issues is concerned with "Henristic" methods. Can it be that the *Times* writer imagined a cryptic reference to Prof. Armstrong, whose Christian name is Henry?

IT is of interest to note the names of the members who were added to the Standing Committee on Law, for the purpose of the Board of Education Bill. They are: Sir William Anson, Mr. Birrell, Mr. Bryce, the Chancellor of the Exchequer, Mr. Channing, Sir John Gorst, Mr. Gray, Mr. Jebb, Mr. Brynmor Jones, Sir U. Kay-Shuttleworth, Mr. Grant Lawson, Mr. Herbert Lewis, Colonel Lockwood, Colonel Williams, and Mr. Yoxall.

AT Bisley the Ashburton Challenge Shield was carried off by Rossall School, while Harrow secured the Spencer Cup. Marlborough took the Cadets' Challenge Trophy, and Clifton College was the winner in the Public Schools' Veterans' Competition.

AN addition has been made to the number of training colleges for elementary teachers. St. Gabriel's College, Camberwell, was opened last month by Lady Cranborne. The Principal is Miss Bishop, late of Holloway College.

MISS CRUICKSHANK, daughter of Dr. John Cruickshank, Professor of Mathematics in Marischal College University for forty-three years, from 1817 to 1860, has during her lifetime presented the sum of £15,000 for the purpose of establishing a botanical garden in the city of Aberdeen. The gift is intended to perpetuate the memory of Miss Cruickshank's only brother, Mr. Alexander Cruickshank, LL.D., who died two years ago. He was devoted to scientific pursuits, especially botany and geology. The garden is now being laid out in the neighbourhood of Old Aberdeen, and is to have an extent of five acres. It will be available for the general public as well as for University students.

THE Technical Education Board of the London County Council has awarded two scholarships to young men who have been trained at the special deaf schools of the London School Board. The School Board has special powers to provide training for deaf pupils up to, but not exceeding, the age of sixteen. The two scholars in question, Frederick Doughty and John Warne, are both sixteen years of age, and are, therefore, obliged to leave the special schools which they have hitherto attended. The Technical Education Board is endeavouring to establish a system whereby deaf students may be trained in some special craft or trade which will enable them to obtain their living, and artistic crafts seem to be specially suitable to the needs of the deaf, because they lend themselves so readily to individual work. The two scholarships which have just been awarded will be tenable at one of the Board's schools of arts and crafts, and the scholars will be given the opportunity of making themselves proficient in some artistic industry, so that they may support themselves without being a burden to their friends or to the State.

IT is stated that Lord Kelvin's resignation of the Chair of Natural Philosophy in the University of Glasgow, after fifty-three years, by no means implies retirement from work, but that he is about to become technical adviser to the Westinghouse Electric Company of America. This company is about to start works in England.

AT the last meeting of the Council of University College, London, Mr. E. A. Minchin, M.A., Fellow of Merton College, Oxford, was elected to the Jodrell Professorship of Zoology, in succession to Prof. W. F. R. Weldon.

THE Edinburgh University Court has elected Professor Richard Lodge, M.A., Professor of History in the University of Glasgow, and formerly a Fellow and tutor of Brasenose College, Oxford, to the vacant Chair of History in the University. Prof. Lodge applied for the Chair when it was first instituted in 1894, and has since then been Professor of the same subject in Glasgow. He was educated at Christ's Hospital, London, and matriculated at Balliol College, Oxford, in 1874. After 1878 he was lecturer and tutor there.

MISS DOROTHEA PEASE, Mistress of Method and Lecturer in Education at University College, Liverpool, has been appointed Warden of the Hall of Residence for Women to be opened next October year.

THE Council of the G. P. D. S. C. has appointed Miss Skeel, of Nottingham, to the Headmistress-ship of the Maida Vale High School, vacant by the retirement of Miss Andrews, and Miss Took, of Sheffield, to the Headmistress-ship of their school at Gateshead.

THE *Lancet* understands that Mr. R. T. Glazebrook, Principal of University College, Liverpool, has been appointed Director of the National Physical Laboratory. As the buildings of this institution are not yet up, and the schemes for its organization and endowment are not finally passed, Liverpool ought for some little time to retain Principal Glazebrook's services.

IT is stated that there were 900 applications for the post of secretary of the University Library of Cambridge. The salary offered is £200. Mr. H. G. Aldis was appointed.

THE Council of Yorkshire College, Leeds, has appointed as Professor of the new department of Law Mr. Walter R. Phillips, formerly Professor of Law in Adelaide University.

THE Council of King's College, London, has appointed the Rev. Alexander Nairne, M.A., late Fellow of Jesus College, Cambridge, to the Lectureship in Hebrew and Latin in the Theological Faculty. Mr. Nairne took a First Class in the Classical Tripos in 1884, and a First Class in the Theological Tripos in 1886.

TO the Headmastership of Durham Grammar School, vacant by the retirement of Mr. Hobhouse, the Rev. A. E. Hillard has been appointed. Mr. Hillard was a junior student of Christ Church, took a First in Finals, 1889, and has since been assistant-master in Clifton College.

THE LAST RESORT OF THE DESTITUTE.—This is an age of rapid manufacture, and our books as well as our butter show occasional signs of it. Yet, with all allowance for the decadent process in both, it is still a little startling, and a new departure even in begging-letters, to be asked for "one or to" [*sic*] ideas by a would-be authoress, whose only qualification would seem avowedly to be her lack of them. Yet this was the experience of a literary friend who forwards us a letter from which the following is a *verbatim* extract:—"My husband has not had any work to speak of for the last three months, and I would like to help him. I would like to write for a paper, and see if I could make anything like that. Would you be good enough to give me one or to ideas, to know what periodical and what style of fiction would be best, as I know you are well up in these things. I have never read any of your writings, but have heard of you as a literary lady." There is, perhaps, some parallel to this remarkable request in the well authenticated story of an ancient aspirant to theological honours, who desired to be informed on the whole of the Law in the short time in which he could stand on one leg. But this student was a heathen, and did not at any rate propose to publish the knowledge which he was prepared to bolt. If the incident may be considered at all typical, it is certainly alarming, and we may deplore that it comes a little late for inclusion in the comprehensive collection of subjects discussed by the Women's Congress.

REVIEWS AND MINOR NOTICES.

Matthew Arnold. By GEORGE SAINTSBURY. (Blackwood.)

This is the first volume of a projected series entitled "Modern English Writers," but we hope it will not be taken as a model by succeeding contributors. First, we may lay it down as a safe canon that the biographer, or essayist, or critic (and all three parts are here combined, though the last predominates), must be in general sympathy with his subject. Judged by this canon, Mr. Saintsbury may be pronounced a competent critic of Matthew Arnold, both as a poet and as a *littérateur*; but with Arnold as an educationist and as a moralist or religionist (if we may coin the word) he has no sympathy, but rather reveals an active antipathy which, in our judgment, disqualifies him for this particular task. Even in the literary parts of the work it is to be hoped that Mr. Saintsbury's methods will not be followed. Instead of broad criticism we have piecemeal reviewing. We seem all the while to be reading an article in the *Saturday Review* or the *National Observer*. The very style is redolent of journalism. The pages are peppered with foreign words and phrases—*epiphonema*, *antagonisma*, *coda*, *compasse*. We have gallicisms, as "At the foot of the letter"; grecisms, as "The three Lord Shaftesburys relieve us by not even threatening to appear"; and aposiopesis, like Mr. Rudyard Kipling's "But this is a different story." And, sandwiched in the literary criticisms, are thin slices of biography, derived mostly from the "Letters," sometimes with grotesque effects. "In September he 'shoots worse than ever' in the famous preserves of Six-Mile Bottom, and, soon after, his mother dies." We are irresistibly reminded of a story (probably mythical) told against a well known Oxford don. To a casual friend who inquired after his health, he replied: "What with this depressing weather and a bad cold, and my poor mother's death, and the difficulty of finding safe investments, I am quite below par."

With Mr. Matthew Arnold's religious views we are not here concerned. In pointing out that Arnold was, in theology, the amateur, and left many blots that professed theologians were not slow to hit, Mr. Saintsbury is well within his brief. But he goes much farther than this, and discusses "Literature and Dogma," "St. Paul and Protestantism," with all the arrogance and superciliousness of a Scotch professor of divinity. Any one who knew Prof. Saintsbury only from this book might well mistake him for a sworn champion of orthodoxy. We cannot help contrasting the far fairer treatment that Arnold received at the hands of a professed opponent, Mr. R. C. Hutton.

More disappointing still is the educational part of the book, where Mr. Saintsbury is even more at sea. To the literary style of Arnold's reports due homage is paid, and he is duly praised as an efficient inspector of schools (which he was not); but all that we should reckon as his lasting contribution to national education is either ignored or sneered at. "Organize your secondary education" is one of the *mots* by which Arnold will live. Here is Mr. Saintsbury's comment. The article in which it was first definitely formulated is—

a moan over the fact that the Liberal programme contained nothing about this darling object. And the superiority of France is trotted out again; but it would be cruel to insist any more. Yet, at last, Mr. Arnold becomes practical, and contends for pretty much the substance of present secondary education reform schemes—limited inspection, qualification of masters, leaving certificates, &c. "It don't over-stimulate," to quote an author to whom Mr. Arnold was shortly to devote much attention.

To insist that a biographer of Arnold should hold the same views on registration and State organization of education as he held, and we hold, would, perhaps, be asking too much; but it is not too much to demand that those views shall be seriously discussed, not brushed aside with the flippancy of a *Saturday Reviewer*; that a critic who gibbets the absurdities of Signor Montucci should not show his total ignorance of that famous Report by calling him *Matteucci*.

Of Arnold's poetry, or rather of the separate poems, there is, we gladly acknowledge, much appreciative and, at the same time, discriminating criticism; though even here we resent the professorial tone—as if Mr. Saintsbury were looking over a pupil's copy of verses, marking the false quantities and in-elegancies, and awarding it an α — or a β —.

The History of Tonbridge School. By SEPTIMUS RIVINGTON. Second Edition, Revised and Enlarged. (Price 12s. 6d. net. Rivingtons.)

The first edition of this carefully compiled school history, published in 1869, and long out of print, we do not remember to have seen; but, as the preface informs us, the additions and alterations of the second edition are so considerable that it may virtually be treated as a new work.

For Tonbridgians its main interest will lie in the full treatment of recent developments under the reigns of Dr. Welldon, Mr. Rowe, and Mr. Wood, and, in particular, in the numerous photographs of school buildings, playgrounds, &c., which are admirably reproduced. Students of the history of education in England will be grateful to the author for enabling them to study at first hand the main documents referring to a typical Reformation grammar school. They will be able to trace the steps by which "the Fyve Poundes," which, in the original statutes, Sir Andrew Judd ordained that "the Maister receive quarterly for his wagis," has increased to £5,000; how the forty boarders, which was the limit strictly imposed by the founder, have increased more than sevenfold, till they far outnumber the day-boys (300 against 130); how the Free School, which, as Mr. Rivington, following Mr. Leach, points out, meant what we now mean by the word (in this case there was an entrance fee of 6d.), enters in its last published balance-sheet £11,909. 15s. under tuition fees. We are merely recording facts, not passing any comment on them.

Sir Andrew Judd's statutes, here published, we believe, for the first time, have many points of interest, especially when compared with those of Dean Colet, on which they are evidently modelled. They are marked throughout by sound common sense and liberality. Thus they require "that the schoolmaster be first allowed by the Ordinary [a proviso there was no escaping] and by examination found meet both for his learning and dexterity in teaching." It is only at the end of the present century that we are beginning to insist again on this double qualification. Both the master and the usher are to enjoy office *quamdiu se bene gesserint*, and, even if convicted of neglect of their office, they are to be admonished twice before expulsion. Sir Andrew held that assistant-masters should hold the same fixity of tenure as the headmaster. If either be afflicted by any common sickness, such as the ague, he is not to be docked of his pay; if "he be impotent and unable through age or other infirmity," he may appoint a deputy; only if he fall into any infection or incurable disease through his own evil behaviour, he is to be put away and another chosen in his room. School was from 7 to 11 in the morning, and from 1 to 5 or 6, according to the season, in the afternoon, with a fortnightly half-holiday, or an average of forty-nine hours of school a week. Latin was to be taught colloquially.

We have taken the plums from one document, the most important, it is true, in the book; but the full accounts of the law-suits concerning the administration of the charity are of hardly less interest. When the determination of local and non-local schools takes place, Tonbridge is likely to prove a test case, and the legal arguments on both sides are sure to be revived. We learn that the present annual income from school estates is about £7,000, but in 1906, when certain leases fall in, it will amount to at least £23,000 a year. We have to thank Mr. Rivington for one of the best of recent school monographs, second only to Maxwell Lyte's "Eton."

"What is Secondary Education?" A Handbook for Public Men and for Parents on the National Organization of Education in England. Edited by R. P. SCOTT. (Rivingtons.)

This is a collection of short essays, most of which have already appeared in the local Press as contributed articles. At the end of 1898 that most energetic of our educational societies, the I.A.H.M., appointed a Press Committee, with the object of instructing the general public on the needs and claims of secondary education, and of stimulating that popular interest which reforming legislators like the Duke of Devonshire desiderated. The Committee, with Dr. Scott as its chairman, succeeded in enlisting a distinguished staff of volunteer contributors, whose names are now made public; and readers of the *Eastonville Gazette* or the *Rhyl Riparian* will doubtless receive a mild shock of surprise at finding that the "Middle" they mistook for an ambitious effusion of the village curate or

the grammar-school usher was really penned by Sir Joshua Fitch or Canon Barnett.

To members of the profession who have followed closely, or themselves taken part in the struggle, studied Blue-books, and debated, in council or in public, each clause and section of each Bill as it appeared, these articles will doubtless appear somewhat vague and platitudinous. They will seem to elude or glide over difficulties, and expend unnecessary force in tilting against windmills or proving axioms. The volume is professedly addressed *ad populum non ad clerum*, but to our shame we must add that at least two-thirds of secondary teachers must be counted in the latter class. It happened only the other day to the present reviewer to mention the Board of Education Bill in the company of a most distinguished headmaster, who innocently remarked: "You mean Gorst's Bill for regulating pupil-teachers." To all such—and their name is legion—we strongly commend the volume as a primer of educational politics. It will show them what a consensus of professional opinion there is in favour of fundamental reform. It will help also to convince the Government that it is no less impolitic than unwise to relegate the Board of Education Bill to the same category as telephones and old-age pensions, and defer it, if any opposition or difficulty arises, to a more convenient season.

Among so many eminent writers it is invidious to select any for distinction; but, amongst the most striking articles, we may mention Dr. Vardy's acute criticism of the Duke's Bill; Dr. Gow's, on "Uniformity of Education"; Prof. Miall's, on the "Place of Science in Secondary Education"; and Canon Lyttelton's "Address to Parents." One quotation from the last:—

We will never forge fetters for our schools, because we are a freedom-loving people, and some of the best men in England have come under the influence of great teachers who have been left free to make experiments. But that is no sort of reason why the country should allow a pack of impecunious charlatans to persuade the great gullible public that they can do the most difficult thing in the world perfectly if only they are sufficiently paid for it.

The Canon hits straight from the shoulder.

Aspects of Religious and Scientific Thought. By the late R. H. HUTTON. Edited by his niece, ELIZABETH M. ROSCOE. (Price 5s. Macmillan.)

We are grateful for this reprint of articles contributed to the *Spectator* during twenty-five years—from 1870 to 1896—which have been selected with great judgment and consideration. The present reviewer has during all that time been a diligent reader of the *Spectator*, yet, so ephemeral is the impression made by a single, and often cursory, perusal, that he must confess that he seemed to be reading for the first time more than half the articles. Moreover, unlike nine-tenths of even the better sort of journalistic work, Mr. Hutton's writings distinctly gain by combination. The reader is impressed by his consistency, and yet there is singularly little repetition. He holds firmly to a few first principles—a personal God, a divine revelation, a Church and sacraments as the transmitters of that revelation, freewill, and immortality,—but, in the application of those principles to the writings and utterances of contemporary divines and anti-divines, he shows infinite variety. The criticism, too, is as much constructive as destructive; he always seeks to set up something truer or better than what he demolishes, so that often the commentary is better worth remembering than the text that provoked it. Lastly, he is scrupulously fair to his antagonists; and, though he can hit hard, as in the case of Prof. Tyndall Mr. Frederic Harrison, and Mr. M. Arnold, he is never guilty of the *odium theologicum* or any personal asperity.

It does not fall within our province to discuss the data of his philosophy, and, his premisses granted, there are few flaws to be detected in his logic. One of two or three that we have noted may be pointed out. Mr. Hutton apparently accepts as adequate Dr. Ward's allegory of the mice shut up in a pianoforte and unconscious of the player outside, and also his corollary that it is not right to pray for a change in cosmical laws—for instance, an eclipse—but it is right to pray for a change in earthly phenomena, such as the weather, or a disease. Surely the distinction is illusory and wholly untenable. If a man has thrown himself from the Monument, would his fall be a cosmical or an earthly phenomenon, and would it be right to pray while he was in mid-air that he might not be dashed to pieces? Or to pray

that a child, who has swallowed a spoonful of strychnine in mistake for white sugar, may not be poisoned?

Again, in arguing on the theory of Biblical inspiration, Mr. Hutton lays down that it is an internal question among believers, not an external question with the world. The outsider is bidden to read the Gospels, "with the one aim of finding in the book what is pure and noble and elevating." Surely this is dangerous doctrine, and would justify the claims of the Koran or the Zend Avesta to inspiration. The honest inquirer must read with the aim of finding whether what the book contains is pure, &c., or not; and, we may add, only those readers who are pure at heart can be judges of the pure.

Practical French Primer. By Prof. SPIERS. (2s. Simpkin, Marshall, & Co.)

"Le mieux est l'ennemi du bien," or, as Prof. Spiers puts it no less epigrammatically, "the chief merit of this Primer is its incompleteness." The essentials of accidence and prosody are treated far more fully than is usual in primers, and the minutiae, the anomalies and subtleties dear to the heart of the examiner, all go by the board. Long and varied observation has taught Prof. Spiers what are the essentials, and how they are to be drilled into pupils. To have done with fault-finding, or we would rather say the points on which we differ in judgment from the author, the conjugation of verbs is treated on the old orthodox lines. We have the old nomenclature of tenses, e.g., Past Indefinite or Perfect or Preterite Indefinite, instead of the simple Perfect Present; we have old rule-of-thumb derivation from the five primitive tenses; we have *que j'ai*, "that I may have," an impossible translation, the pregnant source of blundering. In the other scale we may put the genders, which we have never seen so satisfactorily treated. It is hardly a paradox to say that it would be well worth a pupil's while to learn a little Latin in order to master the mystery of French genders. Prof. Spiers goes straight to the Latin, and confines himself to common words. The treatment of the subjunctive is equally good, and we are rid of that inveterate heresy of the French grammarians about the mood of uncertainty. We wish, however, that Mr. Spiers had stuck to the formal division of sentences—substantival, adjectival, adverbial. In his comparison of French and Latin subjunctives, he might have noticed the difference in reported speech. We might go on indefinitely; but we have said enough to commend the book to all teachers who know their business. Let us add as a postscript that there is a useful chapter on pronunciation.

French Vocabularies for Repetition. By Prof. SPIERS. (1s. 6d. Simpkin, Marshall, & Co.)

The book contains three thousand of the most important French words, with their derivations, when these are obvious, and hints on pronunciation. They are arranged in groups of ten, under a head word in black type. The words are well chosen, but we do not see the use of this very artificial classification. Under *Le troupeau* we have the names of seven birds; under *Un arbre* we find *le sol fertile*, *le sol stérile*; and in later vocabularies *la terre cultivée*, *le sol plantureux*. "Vesuvius," "Antwerp," and "London" must be sought under "Japan." We fail to see, too, why *grand-père*, *grand-mère*, *marier*, *épouser* should be marked as difficult, and comparatively rare words like *face-à-main*, *trumeau*, *psyché* have no such mark.

The Sir Roger de Coverley Papers: From the Spectator. Edited, with Introduction and Notes, by MARY E. LITCHFIELD. (7¼ × 4¾ in., pp. xxxvii., 178, with portrait. Ginn & Co.)

These are the well known papers by Addison, Steele, and Budgell, collected into a nicely printed and tastefully bound little book, and supplied with head and tail pieces called Introduction and Notes respectively. Though the former does not, strictly speaking, do much to introduce us to Sir Roger, it nevertheless is useful, and is pleasantly written and correctly informed; while it tells us all that is really necessary about the writers and their doings and times. The Notes, also, are adequate and brief. Lovers of the old knight will not readily find a prettier little volume about him.

"Heath's Pedagogical Library."—*The Contribution of the Oswego Normal School to Educational Progress in the United States.* By ANDREW PHILIP HOLLISS. (7¼ × 5 in., pp. v., 128; price 2s. 6d., with portraits. Isbister & Co.)

This little book tells the story of the work done in spreading the knowledge of Pestalozzian ideas and methods, and in establishing a sound system of training, by Dr. E. A. Sheldon and the band of skilful and earnest teachers and trainers which he gathered around him some thirty years ago. To us who are no longer devotees to the methods of the great Swiss philanthropist—would that we were more so to his spirit!—the whole thing seems somewhat dim and far off, except as regards the training and normal schools, though these for secondary men-teachers are dim enough here in another sense. But the portrait of Prof. Earl Barnes—who has made himself so deservedly popular in England—brings things closer to us, and we are reminded that Mrs. Barnes—who as Mary Sheldon studied at Cambridge under Prof. J. A.

Seeley, and who as Mrs. Barnes was Assistant Professor of History at Leland Stanford University—was the doctor's daughter, and had herself taught history at Oswego. To students of recent educational history the little book will prove interesting, and in more than one way stimulating.

The Faerie Queene. By EDMUND SPENSER. Book V. Edited from the original edition of 1596, with Introduction and Glossary, by KATE M. WARREN. (6½ × 4 in., pp. xxxviii., 228; price 1s. 6d. net. Constable.)

Miss Warren has now almost completed her task of producing a sound, handy, and cheap edition of Spenser's great poem. The text is edited with the same care as has been given to the other books, and the introduction shows the same knowledge and critical insight as in former volumes. The edition is certainly a charming as well as a scholarly one. It is of a pleasant handy size, neatly bound, and the type, though not large, is perfectly clear and readable. We wish this volume and its companions every success.

"Black's School Shakespeare."—*The Merchant of Venice.* Edited by J. STRONG, B.A. (7 × 4¼ in., pp. xxvi., 102; price 1s. net. A. & C. Black.)

This edition has much to recommend it. It is well and clearly printed, neatly and strongly bound in cloth, and decidedly cheap. The introduction, moreover, does really endeavour to prepare the young student for understanding and enjoying the play, and is, we think, successful in its attempt. There is singularly little surplusage either here or in the notes. The latter are, however, to our mind somewhat too bare and brief, though generally to the point. Only very rarely is the point missed, as in the note on the lines:

Jessica. "In such a night
Medea gather'd the enchanted herbs
That did renew old Æson."

The note is: "Medea carried off her father's treasure like Jessica." She may or may not have done so. The reference is to the moonlight, which was supposed, when specially bright, to bring out the full virtue of herbs. It might have been pointed out also that "upon the Kialto" is an exact equivalent of our modern "on 'Change." There are, besides, many matters, e.g., *usury*, which would be the better for a little explanation. But, take it for all in all, this is a satisfactory little book.

Tales of Northumbria. By HOWARD PEASE. (7½ × 5 in., pp. 353; price 3s. 6d. Methuen.)

These tales attempt—and attempt very successfully—to give the reader some idea of the traits of character and the ways of life, thought, and speech of Northumbrians such as they were but a short time ago, but are now rapidly ceasing to be. The belief in self, the love of wagering and sport, the grittiness of mind, the roughness of manner, and the bodily strength are all skilfully brought out and set before us in the short stories told by Geordie Crozier, Jake Carruthers, the Heckler, and others. These stories—thirteen in number—have all appeared before in the *National Observer*, the *Newcastle Courant*, and other papers, but are quite worthy of being gathered together and made into a book. To our mind the first four are much the best—"A Long Main," "The Squire's Last Ride," "A Poutrance," "T'owd Squire"—but why, Mr. Pease, oh, why! à l'outrance instead of à outrance? We have read the book with decided pleasure, and recommend it especially to those who have wandered about by the rivers and on the moors of Northumberland, and have made acquaintance with the pit-folk and farmers.

A First Sketch of English History. Part I., 449–1307 A.D. By E. J. MATHEW, M.A., LL.B. (6¾ × 4¾ in., pp. viii., 164; price 2s. Macmillan.)

The author is Professor of History in the University of New Zealand. His little book is intended to serve as an introduction to English constitutional history. In order to make the subject more intelligible and more interesting, the constitutional matter is connected by a brief narrative of political events, interspersed with summaries. The book is divided into four main parts and into thirty sections. The former are entitled "The Days of the Old English," "England under the Normans" (misprinted *Romans* in the table of contents), "The Angevin Kings," and "The Formation of Nation and Constitution." Everything, in short, is well condensed, compact, and carefully arranged; and teachers and taught will alike find it decidedly useful.

"Heath's English Classics."—*Dryden's Palamon and Arcite.* Edited, with Notes and Critical Suggestions, by W. H. CRAWSHAW, A.M. (6½ × 4¼ in., pp. 149, with portrait. Isbister.)

Mr. Crawshaw is Professor of English Literature in Colgate University, U.S.A. Granting that this poem is worth studying as literature—which we do with some hesitation—Prof. Crawshaw has done his work satisfactorily. The notes, it is true, are somewhat few and thin, and not always of any great help. But the other matter, which is usually worked into what is very improperly called an "Introduction," is sound and adequate. Prof. Crawshaw very wisely gives this matter as an appendix, and groups it under the heads "John Dryden," "The Study of the Poem," "Dryden and Chaucer" and

"Dryden's Views on Chaucer," indicating by the arrangement that these matters are to be studied *after*, not *before*, the poem has been carefully read. We recommend the plan to the consideration of other editors—not that we wish to discourage introductions which really introduce.

(1) "Macmillan's English Classics.—*Macaulay's Essay on Milton.* With Notes, Abstract, Chronological Summaries, &c., by H. B. COTTERILL, M.A. (6¾ × 4¾ in., pp. xxvi., 179; price 2s. 6d. Macmillan.) (2) *Macaulay's Essay on Milton.* Edited, with Introduction and Notes, by JOHN DOWNIE, M.A. (7 × 4¾ in., pp. xxxvi., 114; price 2s. Blackie.)

(1) It seems to us somewhat of a pity that Mr. Cotterill should have taken so much pains to annotate very fully so immature a production as Macaulay's *Essay on Milton*. His notes occupy twice as many pages as the text. That they are good in themselves and show wide reading and clear insight we readily allow. Moreover, Macaulay's allusive style of writing makes strong demands for annotation. But Mr. Cotterill has yielded too easily to these demands, and might with advantage have been briefer in many instances. But we have no other fault to find with the little book except that Macaulay's quotations from Milton should have been verified and the correct versions given in the notes. Macaulay was deplorably fond of quoting from memory, and in more than one instance gives his own version instead of Milton's—which is not an improvement. The introductory matter is simple, direct, and helpful; and the chronological summaries are handy for reference. We agree almost entirely with Mr. Cotterill's criticisms and views, though we ourselves should not always have been quite as lenient.

(2) Mr. Downie's edition is more definitely intended for school use, or rather for use in the Teacher's Certificate Examination. He is more severe than Mr. Cotterill—though not unduly so—and is very much briefer. The introduction is a clear and satisfactory piece of work, especially as regards its criticism of the style of the *Essay*; while the notes supply the means for correcting the most glaring misstatements. We like also his plan of paraphrasing the *Essay*, for Macaulay nearly always wrote in clearly marked paragraphs, and this makes the fact more noticeable. Strange to say, Mr. Downie also fails to notice Macaulay's inaccurate quotations of Milton, both in the case of "Paradise Lost" and in that of "Comus."

Of these two books Mr. Cotterill's will be found the more useful for the teacher; while Mr. Downie's, we cannot but think, is more suitable for the pupil or young student.

History of Eton College, 1440–1898. By Sir H. C. MAXWELL LYTE, K.C.B. Third edition, revised throughout and greatly enlarged. (Price 21s. net. Macmillan.)

Just as we are going to press we have received this greatly improved edition of what before was *facile princeps* among school histories. "The additional pages in the first twenty-one chapters amount to sixty pages, and the twenty-second chapter has been re-written and extended from twenty-one to fifty-one pages so as to bring it up to date. The index has also been enlarged. Two illustrations have been added." We hope later on to do justice to the new edition.

Handbook of British, Continental, and Canadian Universities, with special mention of the Courses open to Women. By ISAHEL MADDISON. (Price 3s. Macmillan.)

A very carefully compiled guide, giving in a brief compass all the information that an intending woman student can need. Is there a similar guide to the American Universities? There ought to be. Under "Oxford" we miss a notice of the Teachers' Training Department.

Talks to Teachers. By WILLIAM JAMES.

We notice that Messrs. Longmans & Co. have issued an English edition of this book, price 4s. 6d.

From Messrs. Dent we have a reprint of *John Halifax, Gentleman*, with coloured illustrations by W. CURITT COOKE, L. M. FISHER, and F. C. TILNEY, and an introduction by Mr. JOSEPH SHAYLOR. The monochrome sketches of bits of Tewkesbury are not the least attractive part of a charming volume.

Plain Tales from the Hills (price 6s.) is the last volume in Messrs. Macmillan's uniform edition of Mr. Kipling's works. We note that, including reprints, this is the fourteenth edition that has appeared since 1890.

Messrs. Isbister send us their beautiful new edition of Dean PLUMPTRE's *Dante*, in five volumes (price 2s. 6d. net per volume). The first three contain the "Commedia" trilogy, the fourth the "Canzoniere," and the fifth the Dean's critical studies. The binding is limp lambskin, and the size will just fit the holiday-maker's coat pocket. A. J. Butler's is the edition for work, but the Dean's for leisure hours.

The Clarendon Press send us the first number of their reissue of the *Oxford English Dictionary* in monthly numbers, price 3s. 6d. In our last number we gave particulars of the terms of subscription. To the English student the Dictionary is as indispensable as Liddell and Scott is to the student of Greek.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 10, 1884, the "Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

THE Council met on July 15. Present: The Rev. Canon the Hon. E. Lyttelton, Mr. Adamson, Miss Anderton, the Rev. J. O. Bevan, Miss H. Busk, Miss M. Green, Mr. F. B. Kirkman, Mr. J. W. Longsdon, Mr. H. A. Nesbitt, Mr. F. Storr, Mr. J. S. Thornton, and Miss Toplis.

Canon Lyttelton was unanimously re-elected Chairman of Council for the Session 1899-1900.

Mrs. Bryant was unanimously elected Vice-Chairman of Council for the same period.

The Committees of Council for the Session 1899-1900 were appointed. Nine applicants for membership of the Central Guild were elected.

The following resolution was unanimously passed:—"That, under the proposed Board of Education, Secondary Education should be departmentally organized on a separate footing, co-ordinately with the Departments of Primary and Technical Education."

The resolution has been forwarded to the Lord President of the Council and to the Vice-Chairman of the Committee of Council on Education, and has been acknowledged by them.

It was decided that, if a sufficient number of members should express their desire to take part in it, a three weeks' meeting to study educational method should be organized for August, 1900, in some inland or seaside place where a school-house can be lent to serve as a dwelling for members of the meeting. Lectures would be given in the mornings, from 10 to 1, on general and special method, the latter subjects being chosen with reference to the wishes of the students. Thoroughly well qualified lecturers would be chosen, and the fee for the course would not exceed £2. 2s.; to this must be added the cost of simple board and of travelling. The total cost would probably not much exceed £6. 6s. The afternoons and evenings would be free for recreation. Members who would be prepared to take part in such a meeting, if the detailed arrangements should satisfy them, are invited to write to the General Secretary before October, in order that the scheme may be worked out in the winter months. Suggestions from such members will be very welcome.

It was decided to hold the next General Conference of the Guild in January, 1900, at Brighton, if the Branch can receive the Conference, or, failing Brighton, at Bournemouth, under the same conditions.

It was also decided that the Guild should take part in the English Education Exhibition, 1900.

The hours of attendance in the Library and Offices of the Guild will be shortened for the three weeks commencing August 21 and ending on September 9, to 11 a.m. till 4 p.m.; Saturdays till 2 p.m. The Library will be closed, for cleaning, from August 21 to August 25, both days included.

The following is the programme of Section G of the London members of the Central Guild for the next session:—October 27,* conversatione at the Mary Datchelor School; lecture by Mr. Sadler on "Dr. Arnold"; music; exhibition of drilling by Miss Bono. November 3, conjoint meetings of the sections at King's College, Strand; lecture by Canon Benham on "Winchester," the Rev. Dr. Robertson in the chair. December 1, lecture at Aske's School, Hatcham, S.E., by the Rev. Sydney Tickell, on "The Art of Teaching Spelling," to be followed by a discussion. February 3,* lecture by T. C. Hepworth, Esq., on "Old and New London," at the Rev. A. F. Ryder Bird's, Honor Oak Road, S.E. March 3,* lecture at the Mary Datchelor School by W. C. S. Brough, Esq., on "Folk Lore." May 26 (Saturday), visit to Rochester; lecture on the Castle by H. E. Malden, Esq., M.A. All lectures begin at 8 p.m. (* These meetings begin with tea and coffee at 7.30.)

LIBRARY.

The Hon. Librarian reports the following additions:—

Presented by Messrs. Hachette & Cie.:—La Tulipe Noire, Dumas, edited by P. Blouet.

Presented by Messrs. Longmans, Green, & Co.—Selections from the Sources of English History, being a Supplement to Text-books of English History, B.C. 55–A.D. 1832, arranged and edited by C. W. Colby; Longmans' Illustrated First Conversational French Reader, by T. H. Bertenshaw.

Presented by Messrs. Macmillan & Co.:—Euclid's Elements, III. and IV., edited by C. Smith and S. Bryant; Hall and Stevens, Elementary Course of Mathematics; Thucydides, Selections from Book VII., Athenian Disaster in Sicily, edited by E. C. Marchant; Specimens of Modern French Verse, edited by H. E. Berthou (two copies of each—one for Library, one for Museum).

Presented by Messrs. Simpkin, Marshall, & Co.:—Practical French Primer, by V. Spiers; French Vocabularies for Repetition, by the same.

Presented by the University Correspondence College Press:—Cæsar,

Gallic War, Book IV., edited by Allcroft and Mills; The London Matriculation Calendar, June, 1899.

Presented by the Volta Bureau, Washington:—Marriages of the Deaf in America, by E. A. Fay.

Purchased:—Common Sense in Education and Teaching, by P. A. Barnett (Longmans).

MUSEUM.

The following have been presented to the Museum (Classified School Books Section) by Messrs. A. & C. Black:—A Manual of Essay-Writing, by J. H. Fowler; The Age of Drake, edited by L. W. Lyde.

BUREAU OF INFORMATION.

The Principal of Bedford College has presented a copy of the College Calendar, 1899.

CALENDAR FOR AUGUST.

[Items for next month's Calendar are invited. Matter should reach the office, 3 Broadway, Ludgate Hill, London, E.C., by the 23rd inst.]

1-23.—Ninth Meeting of University Extension Students at Oxford. Apply Secretary, University Extension Delegacy, Oxford.

3-14.—*Journal of Education* Office closed.

23.—Post School News, items for this Calendar, &c., and all Advertisements for September issue of the *Journal of Education*.

26 (noon).—Latest time for receiving urgent prepaid school and teachers' advertisements for the September issue of the *Journal of Education*.

MODERN LANGUAGE HOLIDAY COURSES, 1899.

July 31–Aug. 19.—Caen. Apply Mr. Walter Robins, 9 Northbrook Road, Lee, London, S.E.

Aug. 1–26.—Edinburgh School of Modern Languages. Apply Secretary, Outlook Tower, Castle Hill, Edinburgh.

Aug. 1–26.—Lausanne. Apply Monsieur J. Bonnard, Avenue Davel 4, Lausanne.

Aug. 1–30.—Geneva. Apply Monsieur Bernard Bouvier, Bourg-de-Four 10, Geneva.

Aug. 1–31.—Paris. Apply Monsieur le Secrétaire, l'Alliance Française, rue de Grenelle 45, Paris.

Aug. 2–15.—Marburg. Apply W. G. Lipscomb, Esq., University College School, Gower Street, London.

Aug. 2–23.—Jena. Apply Herrn Hugo Weinmann, Spitzweiden-weg 4, Jena.

Aug. 2–29.—Lisieux. Apply Secretary, Teachers' Guild, 74 Gower Street, London.

Aug. 3–23.—Tours. Apply Secretary, Teachers' Guild.

Aug. 7–19.—Bonn. (Ladies only.) Apply Fräulein J. Gottschalk, Hofgartenstrasse 7, Bonn.

Aug. 7–Sept. 2.—Neuchâtel. Apply Monsieur P. Dessoulavy, Académie de Neuchâtel.

MANUAL INSTRUCTION HOLIDAY COURSES.

Leipzig, Aug. 1–Sept. 1; Sept. 4–Oct. 7. Apply Dr. A. Pabst, Leipzig.

Scarborough, August 1–26.—Apply Mr. A. W. Holmes, Oakleigh Road, Clayton, Bradford.

Ambleside, August (during month). Apply Mr. W. Armitage, Manual Training School, Carver Street, Sheffield.

Programmes of most of these courses can be seen at the Education Department Library, Cannon Row, Whitehall, S.W., where a Table of Holiday Courses, prepared by Mr. Fabian Ware for the Special Inquiries Branch of the Education Department, can be obtained.

Information as to lodgings for students at Lisieux and Tours (Teachers' Guild Courses) will be found in the Handbook of the Courses, 6½d. post free from the Teachers' Guild, 74 Gower Street, London, W.C.

A large choice of addresses in Paris, and several in other Holiday Course centres, will be found in "Holiday Resorts for 1899," 1s. 1d. post free from same address.

The September issue of the *Journal of Education* will be published on Thursday, August 31.

SAFE NOVELS.

The Capsina. By E. F. BENSON. (Methuen.)—The Capsina is a sort of Joan of Arc called into public life by the necessities of her country. The head of her clan, clear-sighted, fearless, and strong, she is admirably adapted to the part she plays so successfully in the Greek War of Independence. There are some excellent studies of character, notably that of the Capsina; her position with regard to Mitsos, whose

physical strength and sunny temper have such an absorbing attraction for her, is by no means an easy one to deal with, but Mr. Benson is quite equal to the occasion; there is an almost childlike directness and simplicity about the Capsina, and she comes as triumphantly through her spiritual trial as through her engagements with the enemy's ships. The struggle between Greeks and Turks supplies enough, and to spare, of exciting incident; and, by way of contrast, the scenes with Suleima and the "littlest one" are gracefully told.

The Adventures of François. By S. WEIR MITCHELL. (Macmillan.)—These adventures are of the most varied kind, since François was "Foundling, Thief, Juggler, and Fencing Master," to which may be added choir boy and valet. We are not sure that the moral is entirely good; for instance, it is not well to be a thief, but François' thieving is done for the most part in such pleasant fashion that it is impossible to regard it with severe condemnation. But, if not setting altogether a good example, François has at least the merit of being always interesting and original. Besides, his errors are rather forced on him by circumstances than inherent in his nature. He often feels stirring in his mind a desire for better things, though it is some time before these bear any lasting fruit; and he has a keen and enduring sense of gratitude—not the sort which looks for favours to come, but for a few kind words spoken at long intervals by one or two gentle-hearted women to François the thief.

The Girl at Cobhurst. By FRANK STOCKTON. (Cassell.)—It would not be easy to find a novel with less incident in it, and it is therefore all the more to Mr. Stockton's credit that the book is thoroughly readable. There is plenty of humour, and the characters are well drawn. As a fact the minor characters strike us as the best. Dr. Tolbridge, Miss Pauncy, and that culinary genius La Fleur are excellent, if eccentric, and the plots and counterplots of the last two to secure the successor each thinks best to the "Girl at Cobhurst" keep up the reader's interest. Ralph Haverley is, as Miss Pauncy says, "just floating along, waiting for some one to thrust out a boat-hook and pull him in," and it seems more by a happy accident than anything else that he finally chooses the most suitable wearer for Judith Pacewalk's tea-berry gown.

CENTRAL SCHOOL OF ARTS AND CRAFTS.

THE above school, one of three similar institutions which have been opened by the Technical Education Board of the London County Council, held a small exhibition of its work from July 10 to 15. The school is under the direction of Mr. Geo. Frampton, A.R.A., and Mr. W. R. Lethaby, with Mr. Sargent, R.A., and Mr. T. J. Cobden-Sanderson as visitors. Its special object is to encourage the industrial application of decorative design; it is not intended to supplant apprenticeship, but, rather, to enable students to supplement it by enabling them to learn design and those branches of their craft which the excessive subdivision of processes prevents them learning in the workshop. Building work, architecture, modelling, carving, gilding, metal work, designing (wall-papers, black and white work, embroidery, tapestry, furniture, weaving, &c.), silversmiths' and goldsmiths' work, chasing, engraving, &c., drawing from the life, stained glass work, enamelling, book-binding, lead-casting, embroidery, are amongst the subjects taught by an excellent and carefully chosen staff. The fee is a modest one, 2s. 6d. per month, and this sum admits to one class only or to all; it may even be lowered to one shilling per month in the case of journeymen working at a trade or craft and not earning more than 30s. weekly. The classes have been attended so well during the two and a half years' existence of the Arts and Crafts School that the premises in Regent Street are full to overflowing, and the Technical Education Board is now on the outlook for a site for new premises.

The exhibition showed several excellent specimens of stained glass work, designed, executed, and painted by the students themselves; even the leading of the glass has to be manipulated by them. Several of the designs for croziers, door-knockers, finger-plates, spandrils, showed taste and originality. Some of the designs in gilding metal for cups, vases, boxes, ewers, well deserved attention, together with a design for a tiara, brooches, rings, pins, silver spoon.

Lead-casting and ornamental lead work receives some impetus from the care bestowed on it by Mr. F. W. Troup. Such objects as ridges, finials, gutters, cisterns, rainwater-heads, were on view at the exhibition, and showed that beauty is not incompatible with utility. The lead-work visible to-day at St. John's College, Oxford, is highly decorative, some of it being painted and gilt.

Much of the book-binding reaches quite a high standard in Niger morocco and other leathers. The designs are the work of the students themselves, who are encouraged to adapt and work out their own patterns.

Although little was exhibited in the way of furniture design, it may be that the evil wrought by Tottenham Court Road may yet receive a severe blow from the encouragement arts and crafts may give to improved form. The curator, Mr. Beckett, stated that numbers of the men who attended these classes had been at work all day, and gave up their evening leisure to acquire further knowledge of the technique of their craft.

UNIVERSITIES AND SCHOOLS.

BEDFORD COLLEGE, LONDON.

The Reid Scholarship in Arts has been awarded to Miss Elizabeth Florence Lowes, of Queenswood School, Clapham; the Arnott Scholarship in Science to Miss Lilian Marian Warwick, of the North London Collegiate School; the College Hygiene Certificate to Miss Mildred O. Power and to Miss Lucy M. Fryer; and the Early English Text Society's Prize for English to Miss Edith L. Calkin. A. C. Houston, M.B., D.Sc., has been appointed Lecturer in Bacteriology at the College.

UNIVERSITY COLLEGE, LONDON.

At the Session of Council held on Saturday, June 17, Prof. Montelius was appointed Yates Lecturer in Archaeology for the year 1900. Andrews Entrance Scholarships of £30 each were awarded to Mr. K. E. Aitken, of Berkhamsted School, and Miss Mary S. Lilley, of Arbroath High School. A Slade Scholarship in Fine Art of £35 per annum for two years was awarded to Mr. C. J. Tharp. The Research Medal was awarded to Dr. S. B. Schryver.

ROYAL HOLLOWAY COLLEGE.

The following entrance scholarships have been awarded by the governors on the recommendation of the examiners:—Scholarship of £75 a year, for three years, to Miss C. Smith, for mathematics (Notting Hill High School); scholarship of £60 a year, for three years, to Miss O. M. Mager, for mathematics (Bath High School); scholarships of £50 a year, for three years, to Miss H. Davies, for mathematics (Rochester Grammar School), Miss G. M. Hazel, for English (Callewa House School, Wallingford), Miss M. J. R. Parker, for mathematics (Kensington High School), Miss M. Rappard, for German and French (Sydenham High School), Miss M. R. Spencer, for mathematics (Bradford Grammar School), Miss L. F. Way, for German (Streatham Hill High School); scholarship of £40 a year, for three years, to Miss M. S. Wilson, for French (East of Scotland Institution, Dundee). Miss Margaret Taylor, Junior Lecturer in Classics at Girton College, Cambridge, has been appointed resident Lecturer in Classics. Miss Hilda Murray, Oxford House Student, has been appointed Resident Lecturer in Philology.

OWENS COLLEGE, MANCHESTER.—DEPARTMENT FOR WOMEN.

The session just concluded has been marked by several developments in connexion with women students at Owens College. The completion of the Christie Library has not only given them, in common with the men, a dignified and beautiful place of study, but has set free certain rooms in the old building, one of which is now the women students' common room—and this has been comfortably furnished by a generous friend—and another the Tutor's Office. The grand bazaar held in December to raise funds to lay out and equip the new College ground for games and athletics gave the women students an opportunity of showing practical abilities and public spirit, which they were not slow to use. Miss M. M. Newett, B.A., acted as secretary for the women students' stall, and it brought in a handsome sum, and many students helped in other parts of the bazaar. The claim of the women students to share in provision of active out-door exercise is acknowledged on all hands, and the hockey club, which has existed under difficulties for several seasons, has played its first match with the similar club of women students of University College, Liverpool. A suggestion of a Hall of Residence for women has met with considerable and generous support, thanks to the energy of Professor Alexander and Miss Cooke as secretaries. A large house in an excellent position with a good garden has been offered on favourable terms, and will be open for women students in October, with Miss Helen M. Stephen as Warden. The University Settlement in Manchester has been specially vigorous since Miss Alice Crompton, M.A., a former student of Owens College, has become head of the women's branch; she and some others being in residence in the Ancoats Art Museum.

Degree Day of the Victoria University on July 1 was the occasion of special interest, since the degree of LL.D. was bestowed on Mrs. Henry Sidgwick, the Principal of Newnham College, Cambridge. The Victoria University has been chary of giving honorary degrees, and this is the first that has been conferred on a woman. The women graduates of the University are proud to be thus linked with Mrs. Sidgwick individually, and with the College that pioneered, and still stands perhaps first in, the movement for the higher education of women. Mrs. Sidgwick, as well as Miss Stephen, was present at the annual women students' (past and present) supper the evening before, when over seventy assembled.

The paths are open at Owens College for women in all directions except medicine, and it is not unlikely that on that side also before long the tools may be given to her who can use them. Among appointments of old students during the year may be specially mentioned Miss

Lilian Winstanley, B.A., as Assistant Lecturer in English Literature at University College, Aberystwyth, Miss M. K. Marsland, B.A., on the staff of the Ripon Training College, and Miss W. Hindshaw, B.A., on the staff of the Swansea Training College. Miss C. I. Dodd, of the Training Department at Owens, has been recently in Hungary, studying the organization of education there.

ABERDARE HALL, CARDIFF.

The results of the Degree Examinations of the University of Wales are now published. The following women students of Aberdare Hall, Cardiff, have been successful:—In the Faculty of Arts: Greek (ordinary), G. E. Holding; Latin (special), G. E. Holding; Latin (intermediate), C. E. Davies, M. G. W. Evans, S. A. Evans, M. Salmon, E. C. Williams; French (special), M. G. Edwards; French (ordinary), G. S. Pole Evans, M. G. W. Evans, A. E. George; French (intermediate), C. E. Davies, S. A. Evans, C. M. Genner; German (special), M. G. Edwards; Philosophy (ordinary), H. M. Davies; Elementary Logic, C. E. Davies, G. S. Pole Evans, M. G. W. Evans, S. A. Evans, C. M. Genner, M. Salmon; English (special), H. M. Davies; English (ordinary), C. M. Genner; English (intermediate), M. Salmon, E. C. Williams; History (ordinary), C. E. Davies, H. M. Davies, M. G. W. Evans; History (intermediate), M. Salmon, E. C. Williams; Mathematics (intermediate), G. S. Pole Evans. In the Faculty of Science: Philosophy (special), A. Embleton; Elementary Logic, E. d'Auvergne; Mathematics (special), C. E. Browne; Mathematics (intermediate), E. d'Auvergne; Botany (final), A. Embleton; Zoology (final), A. Embleton; Biology (intermediate), E. d'Auvergne. G. E. Holding has completed her qualification for the B.A. Degree, and A. Embleton for the B.Sc. Degree.

SCOTLAND.

This summer sees several important changes in the staff of the Scottish Universities. Prof. Richard Lodge, whose "Modern Europe" is familiar to students of history, has been elected to the Chair in Edinburgh, lately occupied by Prof. Prothero. This creates a vacancy in the Modern History Chair in Glasgow, which Prof. Lodge has held since 1894. Prof. Murray's successor as Professor of Greek in Glasgow is Mr. John Swinnerton Phillimore—a young Oxford man of only twenty-six, who, like his predecessor, combined distinction as a speaker at the "Union" with a brilliant University career. Mr. Phillimore gained almost as many University scholarships and prizes as Prof. Murray. He was a Westminster boy and a Westminster Scholar of Christ Church. He was elected to a senior studentship there in 1896, and to a tutorship only last October.

Lord Kelvin—better known perhaps as Sir William Thomson—has resigned the Chair of Natural Philosophy in Glasgow which he has held since 1846. The senior professor of St. Andrews University, Dr. Alexander Roberts, has resigned the Humanity (*i.e.*, Latin) Chair, to which he was appointed in 1871. Dr. Roberts was one of the revisers of the Translation of the New Testament. He took part along with Dr. Donaldson, the present Principal of St. Andrews, in the translation of the Anti-Nicene Christian Fathers; and is perhaps best known to many as the propounder of the theory that Christ and the Apostles spoke Greek. He has suffered from ill-health lately, and met with a serious accident last spring. The vacant chair will be filled this summer.

UNIVERSITY OF ST. ANDREWS.—The results of the L.L.A. Examination, 1899, which was held at numerous centres in Great Britain and Ireland, France, Germany, Belgium, Switzerland, Roumania, Natal, Cape Colony, Victoria, and the United States of America, on May 30 and 31 and June 1, have just been issued by the University, from which it appears that 959 candidates entered for examination at 77 centres this year, as compared with 950 at 74 centres in 1898, and 951 at 72 centres in 1897. 319 candidates entered this year for the first time, as compared with 285 in 1898; and, from the commencement of the scheme in 1877, 4,789 candidates in all have been entered for examination. 127 candidates have this year completed the requisite number of subjects, and will receive the L.L.A. diploma of the University. Taking a joint view of all the subjects in which candidates entered, 1,526 papers were written, passes were obtained in 884 instances, and honours in 246. In Latin, 15 passed and 4 obtained honours; in Mathematics, 18 passed and 1 obtained honours; in Logic and Metaphysics, 25 passed and 1 took honours; in Moral Philosophy, 9 passed and 2 obtained honours; in English, 96 passed and 41 obtained honours; in Natural Philosophy, 4 passed; in Education, 116 passed and 17 obtained honours; in Political Economy, 59 passed and 13 took honours; in Chemistry, 15 passed; in Physiology, 87 passed and 14 took honours; in Zoology, 4 passed; in Theology, 1 passed; in Church History, 6 passed and 6 took honours; in Comparative Religion, 46 passed and 6 took honours; in Biblical History and Literature, 6 passed and 3 obtained honours; in French, 97 passed and 66 obtained honours; in German, 64 passed and 35 took honours; in Italian, 1 passed and 1 obtained honours; in Comparative Philology, 2 passed; in History, 29 passed and 16 obtained honours; in Botany 35 passed and 1 took honours; in Geology, 46 passed and 3 obtained honours; in Astronomy,

11 passed; in Aesthetics, 4 passed and 1 took honours; in Fine Art, 4 passed and 1 obtained honours; in Music, 6 passed and 1 took honours; in Geography, 73 passed and 11 obtained honours; in Hygiene, 4 passed and 2 obtained honours; and in Political Science, 1 passed.

SCHOOLS.

BELFAST, VICTORIA COLLEGE.—The annual meeting, for the distribution of prizes, was held on Friday, June 30, in the common hall of the school. The chair was taken by the Moderator of the General Assembly, Rev. D. A. Taylor, M.A.; and interesting addresses were delivered by Rev. Dr. O'Loughlin, Rector of Lurgan, and Rev. J. D. Craig-Houston, of Hyde Park, Belfast. Mrs. Byass, the Principal, stated, in her report, that last year ten scholarships limited to Victoria College students had been awarded in sums varying from £10 to £5 each. There were three resident students' scholarships, one value £40 and two of £30 each. These were won respectively by Misses A. M. Bailey, K. Busland, and H. Allison. Miss Goskar won an open exhibition of £21 at graduation in the R.U.I.; and at the Second University Examinations Miss Moorhead and Miss Logan were respectively awarded scholarships of £18 each, with honours in Greek and Latin, English, and German. Fifty-eight students went in direct from Victoria College to the different Royal University Examinations. Of these, Miss M. S. Brittain graduated M.A., with Second Class Honours in Modern Literature. Fifteen students passed the B.A. degree examinations. The greatest success continues to be achieved in the Irish Intermediate Examinations, Victoria College again maintaining its position at the head of Irish girls' schools, with nineteen exhibitions, four gold medals, five composition prizes in English, Latin, German, and French, fifteen book prizes, and sixty-three passes, with honours.

BRADFELD.—Twelve scholarships and exhibitions will be competed for on August 2, 3, and 4—three of ninety and eighty guineas, one of fifty, three of thirty, four Navy Class Exhibitions of thirty and twenty guineas. The following scholarships and other distinctions have been gained:—Fellowship at University College, Oxford (E. F. Carritt); Fellowship at Christ Church, Oxford (C. M. Blagden); Travelling studentship for research, Cambridge (J. C. Lawson); three entrances into Woolwich, three into Sandhurst, five Naval Cadetships gained since last July; also third and twelfth places in the Final Examination at Woolwich. Mr. B. J. Jacob, B.A. (late of Caius College, Cambridge, and International Rugby football player) leaves for a mastership at Cheltenham. A. S. Gosset-Tanner, B.A. (late scholar of New College, Oxford), leaves for a mastership in Barbados. Mr. T. E. Wilson, B.A. (late of Caius College, Cambridge), and E. Freeborn, B.A. (late of University College, Oxford), have been appointed in their place. Commemoration Day will be held on August 1. The Hon. Sir Stafford Northcote, Bart., C.B., M.P., presides.

BRADFORD.—The Forster History Prize (founded by the late Right Hon. W. E. Forster, M.P.) has been awarded to S. Redman. The following scholarships and other distinctions have been gained outside the school:—The Akroyd Scholarship, K. A. R. Sugden; Twenty-fourth Wrangler, H. W. Shoebridge; First Class, Classical Moderations, G. W. Armitage; First Class, Mathematical Moderations, H. W. Shoebridge; First Class, Natural Sciences Tripos, Part I., E. E. Boothroyd, E. E. Walker; First Class, Natural Sciences, Final Examination, E. H. Stapleton; Fellowship, Caius College, Cambridge, Dr. R. S. Morrell; Public Examinership in Chemistry (Honours), Oxford, Dr. J. A. Gardner, Magdalen. Mr. C. J. L. Wagstaff, B.A. of Emmanuel College, Cambridge, now at St. Paul's School, has been appointed senior science master, in succession to Mr. A. Thornton, M.A., Headmaster-elect of Bridlington Grammar School. Mr. G. H. Martin, M.A. of Merton College, Oxford, now at New College, Eastbourne, has been appointed assistant science master. M. J. Maudsley, B.A. of Queen's College, Oxford, now at Merchiston Castle School, Edinburgh, has been appointed assistant science master. The number of boys in the school is this term the highest yet attained—467. After long negotiations with the Charity Commissioners, it has been arranged, with their consent, that some £8,000, now forming an investment fund, shall be devoted to the purchase of the playing fields now rented by the school. Speech day is fixed for August 1, when the prizes will be distributed by Sir George Kekewich, K.C.B., Secretary of the Education Department.

BRIGHTON COLLEGE.—Entrance scholarships are awarded as follows:—George Long scholar, Classics, Gordon Belcher (Brighton College), £70; Gordon scholar, Mathematics, B. Upcott Gill (Mr. N. Hinxman, Southey Hall, Worthing), £50; Vaughan scholar, F. D. Purser (Mr. L. C. Thring, Brunswick, Hayward's Heath), £30; Gill Memorial scholar, W. S. Oakeley (Brighton College), £20. Exhibitioners:—H. F. Playne (Brighton College), £15; M. Jourdier, E. S. MacIver (Mr. A. G. Grenfell, Mostyn House, Parkgate), each £15.

CAMDEN SCHOOL FOR GIRLS.—Agnes Bennett has gained a Girton Entrance Scholarship, being first on the list. She intends to read for the Mathematical Tripos. Miss M. A. Turner, B.A., trained at Bedford College, holds an appointment on the staff. The prize giving

(Continued on page 518.)

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took place on Thursday, June 29. E. Bond, Esq., M.P., presided, and Mrs. Westlake distributed the prizes.

CANTERBURY, KING'S SCHOOL.—The following elections have been made:—Entrance scholarships—G. G. Marshall (Mr. Hill, Beckenham), £40; D. J. Preston (Mr. Ray, Inverness College), £30; R. W. Marshall (Mr. Hill, Beckenham), £20; F. H. Mosse (Mr. Miller, Woturn Sands), £15; H. B. T. Childs (Mr. Watson Willis, Eastbourne), £15. House scholarships (£10 for two years):—R. H. Brinsley-Richards (King's Junior School), C. H. Murray (Mr. Wilkinson, St. Leonards). Junior Foundation Scholarships (15 guineas for five years):—H. A. Jenkin (King's School), G. G. Marshall (Mr. Hill, Beckenham), R. W. Marshall (Mr. Hill, Beckenham), W. W. Leck (King's School, for Army Class Subjects). Probationer scholarships:—C. H. Murray (Mr. Wilkinson, St. Leonards), J. J. Preston (Mr. Ray, Inverness College), F. G. Charsley (Mr. Crutwell, Hove), J. H. Meers (King's School), O. F. Huyshe (Mr. Clark, Winchester), J. V. L. Hall (Mr. Sansom, Bexhill), H. L. Dibben (King's Junior School), G. F. Olive (Mr. Olive, Wimbledon), C. H. Budd (Mr. Mallam, Sydenham), J. M. Tuke (Mr. Hinchcliff, Tenbury).

CHELTENHAM LADIES' COLLEGE.—The following scholarships and other distinctions have been gained:—University of London M.A. Examination: Beatrice Mulliner (English), Edith Lilian White (Classics). University of Oxford: Honours School in Natural Science, M. Alice Carr, of St. Hilda's Hall (Chemistry). University of Cambridge: History Tripos, A. E. Murray, Girton College, Class I.; Natural Science Tripos, G. Sully, Girton College, Class III.; Mathematical Tripos, E. R. Gwatkin, Newnham, Class II.; Moral Science Tripos, M. H. Meade, Newnham, Class II. Associated Board of the R.A.M. and R.C.M.: Local Centre Examination, Senior Grade: Pianoforte, R. Campbell, E. Elischer, K. C. Hare. Junior Grade: M. G. Young. Local Schools Examination. Higher Division: Harmony, E. G. Mott, distinction; A. Biggar, passed. Pianoforte, S. M. A. Jeffery, C. M. Jerwood, N. Ramsbottom, passed. Matriculation: Nine girls passed in the First Division, six in the Second. The following candidates have passed the Cambridge Teachers' Examination in the Theory of Education and in Practical Efficiency in Teaching. There were no failures:—W. Alcock, E. Simmonds, F. Carter-Squire, M. Cochrane, C. Poore, E. Collinson, K. Halliwell, M. Drake.

CHRIST CHURCH, OXFORD, CATHEDRAL SCHOOL.—Reginald Teasdale, (old chorister, now at St. Peter's School, York) has been offered a scholarship by the Provost of Worcester College, Oxford. The cricket eleven won the return match against Radley College (under fifteen) on Wednesday, June 28, by nine runs on the first innings.

CLAPHAM PARK, QUEENSWOOD SCHOOL.—The Reid Scholarship in Arts, tenable for three years at Bedford College, has been awarded to Florence E. Lowes.

CLIFTON COLLEGE.—Besides the loss of the Rev. A. E. Hillard, whose promotion is elsewhere recorded, we have to deplore the retirement of Mr. G. H. Wollaston. We reserve for next month a notice of his work at Clifton.

CREDITON, QUEEN ELIZABETH'S GRAMMAR SCHOOL.—The following scholarships have been awarded:—£50 scholarship to C. B. Sheppard, tenable at Keyham College; £60 scholarship to A. Lee, tenable at Christ's College, Cambridge; £10 Queen Elizabeth Scholarship to P. J. Cleave and E. J. Elston. A Foundation Scholarship of £60 has been gained by H. E. Edwards at St. John's College, Cambridge; and an exhibition of £40, awarded by Devon County Council, by T. S. Syers. E. S. Hayward, M.A., resigns his post as science master at end of term. On the 28th ult. the prizes were distributed by Sir John Shelley, Bart., Chairman of Governing Body.

EPSOM COLLEGE.—Senior Scholarships have been awarded to C. H. Cross and A. Master; Junior Scholarships to T. F. de Chaumont and N. V. Holberton; Entrance Scholarships to B. Thomas, Greenhill School, Birmingham, and R. King, Fairleigh School, Weston-super-Mare. Council Exhibitions have been granted to H. E. Benton and A. E. Moore. The following prizes have been gained:—Watts Science Prizes, Rahilly and Johnstone; Martin Classics, P. A. Benton; Martin Mathematics, W. T. Wood. W. T. Wood has gained an open Mathematical Demyship at Magdalen College, Oxford; and E. G. J. Olderson, a Mathematical Exhibition at Jesus College, Oxford. Mr. J. Sumner, late scholar of Oriol College, Oxford, will take the place next term of Mr. J. F. Hales, who is leaving us. Founder's Day is fixed for Saturday, July 29.

ETON.—This term will see serious changes in the staff. Mr. Durnford and Mr. James, among the seniors, are resigning; and, among the juniors, Mr. Whitcombe is departing for a living.

HARROW, LOWER SCHOOL OF JOHN LYON.—On July 25, Dr. Wood, Headmaster of Harrow School, distributed the prizes. In the course of his address he offered to give each year two prizes in History, of value £6 and £4 respectively, to be awarded on the results of an examination to be conducted by himself. The Chairman, C. S. Roundell, Esq., also offered a prize for the best collection of wild flowers and grasses. W. M. Williams, M.A., has resigned his post of science master owing to ill-health.

IPSWICH SCHOOL.—Two vacant Queen's Scholarships have been won by F. A. Seaman and R. F. Willis. The Bartlett Scholarship

has been awarded to J. B. Bantoft. A photographic club has been formed, and has held several successful meetings. The Holden Memorial Fund has been started with the object of raising a memorial to the late Dr. Holden, formerly Headmaster of the school for twenty-five years. The exact form it is to take (library, scholarship, portrait, tablet, &c.) has not yet been decided, and must depend partly on the amount raised. Prof. W. S. Cowell, of Cambridge, has offered an annual prize of £5 for classics; and Mr. Edward Rose a like amount for an essay on history and political economy.

LANCING COLLEGE.—The following college scholarships and other distinctions have been gained outside the school:—R. F. Cardale, classical exhibition, Hertford College, Oxford, and classical exhibition, Keble College, Oxford; N. P. Allen, classical exhibition, Corpus College, Cambridge; R. H. Howell, passed into Sandhurst; F. G. Brickenden, Naval Cadet (28th); A. J. Landon, Naval Cadet; G. D. French, Indian Civil Service; D. Tyrwhitt, Silver Medal, Royal Institute of British Architects; H. Hilton, junior mathematical exhibition; A. de V. Wade, senior open classical scholarship, Keble College, Oxford; A. J. K. Esdaile, open classical scholarship, Magdalene College, Cambridge; H. Hilton, First Class, Mathematical Finals, Oxford Mathematical Fellowship, Magdalene College, and senior mathematical scholarship. Higher Certificates, 1898, N. P. Allen, distinction in Latin and Greek; A. de V. Wade, distinction in Latin; A. J. K. Esdaile, distinction in Latin; E. de L. Young, passed for Woolwich (32nd); H. B. Drake, arts scholarship, St. George's Hospital; G. C. L. Howell, Indian Civil Service (73rd). We celebrated this year our jubilee, which was graced by the presence of Archbishop Temple. An early celebration and mid-day service was held in the Chapel, now approaching completion. At the luncheon, when the Bishop of Southampton took the chair, the Archbishop won all hearts by denouncing hot days' tasks, and asking for an extra two days.

LIVERPOOL INSTITUTE GIRLS' SCHOOL.—In the Preliminary Examination for Degrees, Victoria University, the following pupils passed:—First Class, Edith M. Blevin; Second Class, G. Dorothy Elias.

LONDON CENTRAL FOUNDATION SCHOOL.—GIRLS' SCHOOL, SPITAL SQUARE, E.—Jane Davies has passed the London Matriculation Examination (Division I.) and has been recommended for the Mitchell Leaving Scholarship, £50 a year for three years.

LONDON, UNIVERSITY COLLEGE SCHOOL.—The following masters are leaving this term; Mr. G. J. Hawkes, M.A. Lincoln College, Oxford; Mr. R. Tucker, M.A. St. John's College, Cambridge; Mr. J. W. E. Pearce, M.A. Merton College, Oxford; Mr. E. R. Edwards, Selwyn College, Cambridge. Mr. F. W. Felkin, M.A. Trinity College, Cambridge, and Mr. A. W. Tressler, B.A. Brasenose College, Oxford, will join the staff next term. The annual cricket match with the M.C.C. eleven sent to play the school came off on June 23, at Kensington Park. The school won by four runs on the first innings. On July 1 the annual match U.C.S. Past and Present came off on the school ground, Willesden Green. The old boys paid the present boys the graceful compliment of sending a strong eleven, and they won on the first innings by 119 runs.

MARLBOROUGH COLLEGE.—The scholarships were awarded as follows:—Seniors: C. E. Robinson, Upper V.; L. G. Colbeck, Sixth Form. Senior Mathematical: H. J. Foyster, Upper V. Author's Scholarship: H. K. Trevaskis, Sixth Form; H. Carver, Upper V. Junior: M. E. Morgan (Mathematical), Mr. H. R. Browne, Merton House, Brighton; B. R. Davies (House Scholar), Mr. Robinson's, Hillside, Godalming; W. G. Newton, Mr. Moore, Amesbury House, Bickley. Four others were gained by pupils already in the school. The Cotton Latin Essay Prize has been awarded to G. L. A. Way; and the Upper School German Prize to B. P. Blackett. C. Hordein passed first out of Woolwich, with the sword of honour for exemplary conduct and the Pollock Gold Medal for distinguished proficiency. J. W. C. Kirke, King's College, Cambridge, took a First Class in Natural Science Tripos, Part I., and V. R. Woodland, Trinity Hall, Cambridge, a Mathematical Foundation Scholarship at Trinity Hall, Cambridge. First Class in Classical Moderations: A. W. F. Blunt, Exhibitioner of Corpus Christi College, Oxford; R. H. Griffin, Scholar of the same College; C. S. Risley, Demy of Magdalen College, Oxford. Messrs F. S. Preston and P. Scoones have taken the places vacant by the retirement of Mr. Mansell and the resignation of Mr. A. Champneys.

NEWPORT (MON.) INTERMEDIATE SCHOOL FOR BOYS.—Mr. L. W. Lewis, M.A. Cantab., of the Nonconformist Grammar School, Bishop's Stortford, has been appointed classical master in place of Mr. A. W. Baker Welford, M.A., resigned.

READING, KENDRICK GIRLS' SCHOOL.—Miss Carey, our science teacher is leaving this term; also Miss Moody, the mistress of Form II. Two pleasing entertainments were given last month in the Small Town Hall, the proceeds of which are to be devoted towards the maintenance of the Kendrick Girls' Cot in the Royal Berkshire Hospital. The first part consisted of a series of very pretty and effective scenes and songs, entitled "Gleaners," "Gipsies," and "A Japanese Tea Party," in

(Continued on page 520.)

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which the little girls of Forms I. and II., attired in picturesque costumes, performed the various parts remarkably well. The children's songs were very sweetly given. The second part of the programme was devoted to a performance of "John Gilpin," by the girls of the Upper School. Miss Rundell and the teaching staff, who had evidently bestowed much time and care in the training of the children and in the preparations for the entertainments, are to be heartily congratulated on the success which attended their enterprise.

RICHMOND (SURREY) HIGH SCHOOL.—On July 15 the Bishop of Rochester gave away the prizes. In his address he pointed out the connexion between term and holidays. The use and happiness of a holiday depended upon the real kind of education in one's working time. It was said that they to-day knew more than their grandfathers, but cared less about knowledge. They had many more books and cared less about reading. If this were so, there must be something wrong about education. If learning botany in school did not lead to examining flowers in the country, that study of botany was unfruitful. If the study of history did not lead to the reading of lives of the great men and women of history at one's leisure, that study of history was unprofitable. So children must not merely learn things, but they must be interested in what they learnt. A prize, open to all the school for general knowledge, was awarded to L. Fairfield. This prize was founded in memory of the late Sir Frank Lockwood, who, on a previous occasion, had distributed the prizes in this school.

ROSSALL.—Prize day was held on June 29, and the prizes were distributed by Sir T. Richardson, M.P. Summer holidays begin August 1, end on September 21. We are proud to be able to record that, for the first time in the history of the competition, the school has won the Ashburton Shield at Bisley. All honour is due to the eight and their captain, who have well deserved success by their excellent and steady shooting throughout the season. The new physical laboratory is now almost finished, and will be open for use next term. A new museum, to be built by old Rossallians in commemoration of the school jubilee, will be begun in the course of the summer holidays.

ST. BEES GRAMMAR SCHOOL.—I. Webster has gained Holywell Exhibition, Queen's College, Oxford; M. D. Maudwell, First Class (Division III.), Classical Tripos, Cambridge. The new gymnasium was opened July 1. It has been built by subscription at a cost of about £1,200.

SHEPTON MALLETT GRAMMAR SCHOOL.—This old foundation, which dates from 1625, has now found a new home. The new buildings, which have been in progress during the past twelve months, were formally opened by Henry Hobhouse, Esq., M.P., on Monday, July 3. An agricultural side will be organized in the school, and he commented on the need for such schools in great agricultural centres. He also complimented the Headmaster (Mr. William Aldridge, B.A.) on the great advance the school has made during the past eighteen months. The new school is a handsome structure, built of stone lined with brick, and includes the headmaster's residence, assembly hall and class-rooms, cloak-room and lavatories, science lecture-room, chemical and physical laboratories, workshop, bicycle-house, &c.; and the fittings are all of the newest and most approved type. A playing-field of nearly four acres is attached, and experimental plots will shortly be laid out. The cost (over £4,000) has been met by the benefactions of George and William Strode (the original founders of the school) and of Hugh Sexey, of Bruton, aided by the Somerset County Education Committee and by generous local subscriptions.

STROUD GREEN HIGH SCHOOL FOR GIRLS, OAKFIELD ROAD, N.—The annual distribution of prizes took place at the Holloway Hall on July 8. The prizes, awarded on the results of the yearly examination by the University of London, were distributed by Mrs. Russell Cooke. The junior students performed a cantata, entitled "Ye Olde Englyshe Pastymes," in costume, with appropriate dancing and acting. The cantata had been the foundation of many history and object lessons for the little ones during the weeks preceding their performance. The list recently published by the College of Preceptors shows that of the forty-six candidates presented all have passed, several distinctions being gained, all the First Class candidates being placed in the Honours Division.

UPHOLLAND GRAMMAR SCHOOL.—The Berridge Memorial Prize has been awarded to G. L. Harbottle, and the Berridge Memorial Medal to G. Bywater. J. Whitten and G. L. Harbottle have both gained County Council Scholarships of £60 a year for three years. Five scholarships only were awarded for the whole of Lancashire. M. Feineis-Amelung resigns his position as French master. The prizes were distributed on July 20 by the Headmaster of Rugby. The Hon. A. Stanley, M.P., presided over a large company. To commemorate the victories of the eleven, who have played three seasons in succession without being beaten by any school, a subscription list was started for relaying the cricket ground.

WIGAN, THE CHURCH HIGH SCHOOL.—Muriel Folkard and Edith Lea have gained senior commercial exhibitions under the Lancashire County Council. Among upwards of six hundred candidates, Edith Lea was placed sixth and Muriel Folkard twenty-third. Miss Henry, who has been senior music mistress here since September, 1894, is, to the great regret of both mistresses and girls, leaving us this summer

owing to her marriage. Her place will be taken by her sister, Miss B. M. Henry. Miss Morrison, from the Cambridge Training College, is replacing Miss Bull as second form mistress.

WINCHESTER.—Mr. Richardson, the Master of Collegers, is retiring after thirty-three years' service. He will be succeeded by Mr. M. J. Rendall, a brother of the Headmaster of Charterhouse.

WALLINGFORD-ON-THAMES, CALLEVA HOUSE SCHOOL.—A Royal Holloway College entrance scholarship, value £50 per annum for three years, has been awarded to Gladys Hazel, for English.

PRIZE COMPETITIONS.

The winner of the Translation Prize for July is Miss Ethel Noon, Manor Road, Farncombe, Godalming.

The winner of the Translation Prize for May is Miss Montizambert, The Grove, Dunboque, Co. Meath.

Ohne den mindesten Anstoss bin ich vergnügt und gesund nach Frankfurt gelangt und überlege in einer ruhigen und heitern Wohnung nun erst, was es heisse, in meinen Jahren in die Welt zu gehen. In früherer Zeit imponiren und verwirren uns die Gegenstände mehr, weil wir sie nicht beurtheilen noch zusammenfassen können, aber wir werden doch mit ihnen leichter fertig, weil wir nur aufnehmen, was in unserm Wege liegt, und rechts und links wenig achten. Später kennen wir die Dinge mehr, es interessirt uns deren eine grössere Anzahl, und wir würden uns gar übel befinden, wenn uns nicht Gemüthsruhe und Methode in diesen Fällen zu Hülfe kämen. Ich will Alles, was mir in diesen acht Tagen vorgekommen, so gut als möglich zurecht stellen, an Frankfurt selbst, als einer vielumfassenden Stadt, meine Schemate probiren und mich dann zu einer weitem Reise vorbereiten.

Sehr merkwürdig ist mir aufgefallen, wie es eigentlich mit dem Publikum einer grossen Stadt beschaffen ist. Es lebt in einem beständigen Taumel von Erwerben und Verzehren, und das, was wir Stimmung nennen, lässt sich weder hervorbringen noch mittheilen. Alle Vergnügungen, selbst das Theater, sollen nur zerstreuen, und die grosse Neigung des lesenden Publikums zu Journalen und Romanen entsteht eben daher, weil jene immer und diese meist Zerstreuung bringen.

Ich glaube sogar eine Art von Scheu gegen poetische Produktionen, oder wenigstens insofern sie poetisch sind, bemerkt zu haben, die mir aus eben diesen Ursachen ganz natürlich vorkommt. Die Poesie verlangt, ja sie gebietet Sammlung, sie isolirt den Menschen wider seinen Willen, sie drängt sich wiederholt auf und ist in der breiten Welt (um nicht zu sagen in der grossen) sehr unbequem.

Ich gewöhne mich nun, Alles, wie mir die Gegenstände vorkommen und was ich über sie denke, aufzuschreiben, ohne die genaueste Beobachtung und das reifste Urtheil von mir zu fordern, oder auch an einen künftigen Gebrauch zu denken. Wenn man den Weg einmal ganz zurückgelegt hat, so kann man mit besserer übersicht das Vorräthige immer wieder als Stoff gebrauchen.

BY "CHINGLEPUT."

I reached Frankfort in good health and spirits, and without drawback of any kind; and now, for the first time, in quiet, pleasant quarters, am I able to meditate on the significance of travel to a man of my age. Things awe and bewilder us more when we are young, because we are unable either to estimate them at their right value or to comprehend them, but we dismiss them more easily from our minds, as we are only impressed by what lies directly in our path. Little else attracts our notice. Later on in life our knowledge has deepened, our range of interests has become wider, and it would fare ill with us were we not aided at this juncture by tranquillity of mind and some sense of order. I mean to relate consecutively, as far as possible, my experiences during the past week, starting, by way of experiment, with Frankfort itself, as a city offering many points of interest, and then I will prepare for a longer journey.

What struck me very forcibly were the characteristic features of the population of a great city. They live in a perpetual whirl of money-getting and money-spending, and what we call a mental atmosphere can neither be produced at will nor communicated. All pleasures, even the theatre, are only intended to afford mental distraction. Hence the great predilection of the reading public for newspapers and novels; the former invariably, and the latter generally, best fulfilling this condition. I think I have even remarked a kind of aversion to political literature, so far, at least, as regards the poetry, and this appears to me to be an entirely natural result of these very causes. Poetry requires—she even insists upon—concentration of mind. She isolates the individual against his own will; again and again she presses her claims; she finds no place in society, to say nothing of the world at large.

(Continued on page 522.)

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1. **All through the book** great care is bestowed on the formation of habits of rapid and accurate work by teaching the *wording* to be used (*e.g.*, Old Ed., pp. 23, 24; Rem. Ed., pp. 19, 20, &c.).
2. **Chain Rule** is taught (Part II., ch. vii.). This rule is useful in many commercial calculations, and is almost indispensable in "Arbitration of Exchange."
3. **Approximate Calculations**, first systematically and popularly taught by the authors in their first edition of 1871, are minutely treated in Part III. Their practical importance is now universally admitted, and they are considered indispensable in most examinations.
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Capable also of taking junior Pupil for Violin.—Address
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Must be a Protestant, experienced in Class Teaching,
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German. State age, salary, and experience, and send
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teach elementary Science and Drilling. Apply to
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Preparation for Froebel Examinations under certificated
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WICH.—**FIRST FORM MISTRESS** for
September. Must be able to take some French and
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TO ASSISTANT-MISTRESSES.

SEPTEMBER (1899) VACANCIES.

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Kindergarten.

The College reopens September 19.

UNIVERSITY EXAMINATION

POSTAL INSTITUTION,

With which the "University Correspondence Classes"
(founded in 1882) are incorporated.

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ESPECIALLY THE

CAMBRIDGE HIGHER LOCAL

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TEACHERS' DIPLOMAS

(Cambridge, London, or College of Preceptors)

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LONDON UNIVERSITY.

Preparation also for the Oxford and Cambridge
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Special Features of the Postal Classes are:—Only
long papers are set—Hektographed notes supplied,
in addition to correcting Student's answers—Large
Lending Library.

274

U.E.P.I. Candidates passed the Cambridge Higher
Local during 1895-9 (five years), 54 with
distinction.

Two of the three successful candidates in the
Teachers' Diploma Examination (London Univ.), 1897,
were prepared by this Institution. Of the candidates
who worked through the ordinary course in any group,
there were at the Cambridge Higher Local Examination
last December no failures, and the previous year only
two failures. Four candidates prepared successfully
for the M.D. (Lond.), 1898.

Except for three A.C.P. candidates, there have been
no failures during the last five years among candidates
who have taken our ordinary course at any Teachers
Diploma Examination.

For Prospectus, names of Tutors, Books written by
them, and all particulars, apply to the MANAGER.

(See also Advertisement on page 534.)

EDUCATIONAL AGENCY (Established 1833).

HEADMISTRESSES AND PRINCIPALS of Public and Private Schools, in Great Britain and Ireland, in the Colonies, and on the Continent, &c., who are desirous of engaging Graduates, Undergraduates, Trained and Certificated High School Teachers, Foreign, Music, Kindergarten, or other Senior or Junior Teachers, can have suitable Ladies introduced to them (free of any charge) by stating their requirements to **Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents, 34 Bedford Street, Strand, London.** List with particulars of vacant appointments in Schools forwarded to English and Foreign, Senior and Junior, Assistant-Mistresses on application. Liberal salaries. Schools transferred. No commission charged to purchasers. Pupils introduced to English and Continental Schools.

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Principal—Miss KATE HURLBATT.

Fees 30 guineas and 40 guineas per annum. College tuition fees £10 per annum. Scholarships of £35, £25, and £20, and exhibitions of £10, will be obtainable on result of Scholarship Examination to be held Sept. 13. A Medical School and Department for Secondary and Elementary Training are attached to the College. Apply to the **PRINCIPAL**.

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(Opened October, 1882; Incorporated March, 1890), Byng Place, Gordon Square, W.C.
Residence for Women Students of University College and the London School of Medicine for Women.

Principal—Miss GROVE.

Applications for admission to be addressed to the **HONORARY SECRETARY**.

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A High School for Girls, Transition Class, and Kindergarten, are attached to the College for purposes of demonstration and practice.

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Miss BROUGH supplies University Graduates, Trained and Certificated Teachers for Public High Schools and Private Schools, Visiting Teachers of Special Subjects, Kindergarten Mistresses, &c., as well as English and Foreign Governesses for Private Families.

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Chemistry.....	J. J. Dobbie, M.A., D.Sc., late Clark Fellow of Glasgow University.
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Inclusive Tuition Fee, £11. 1s. a year. Laboratory Fees additional on the scale of £1. 1s. per term for six hours a week.

The College Courses qualify for the degrees of the University of Wales, and include most of the Subjects for Degrees of London University in Arts and Science. Students wishing to graduate in Medicine in the Universities of Edinburgh and Glasgow can make one Annus Medicus at this College. Special provision is made for Electrical Engineering. There is a Day Training Department for men and women and a Department for the Training of Secondary Teachers.

The average cost of living (in lodgings) and tuition at Bangor for the Session (33 weeks) is from £30 to £40. A Hall of Residence for Women, under the supervision of Miss Mary Maude, who is the College Lady Superintendent of women students, is now open. At the Entrance Scholarship Examination (which commences in September in each year) over 20 Scholarships and Exhibitions, ranging in value from £40 to £10, will be offered for competition.

For detailed information as to Courses, Entrance and other Scholarships, &c., apply to the Secretary and Registrar, J. E. LLOYD, M.A., Bangor.

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Principal—Miss ETHEL HURLBATT.

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Students are expected to enter their names between 2 and 4 on Wednesday, October 4th.

Further information on application to the PRINCIPAL.

BEDFORD COLLEGE, LONDON
(FOR WOMEN),
YORK PLACE, BAKER STREET, W.

DEPARTMENT FOR PROFESSIONAL
TRAINING IN TEACHING.

Head of the Department—

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The Course includes full preparation for the Examinations for the Teaching Diplomas granted by the Universities of London and Cambridge held annually in December.

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Principal—Miss RIGG.

Mistress of Method and Lecturer—Miss CARPENTER; Assisted by other Teachers and Lecturers.

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BERG'S PHYSICAL TRAINING COL-
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The College, which is conducted on strictly hygienic principles, was opened in 1885, with the view of training educated women as Teachers of Scientific Physical Education—the object of whose work will be: to spread the knowledge of Physiology, Anatomy, and Hygiene; to teach Gymnastics, Cycling, and outdoor Games (Lawn Tennis, Cricket, Hockey, Basket-Ball, &c.) in Girls' Schools and Colleges; and to give Medical Gymnastics and Massage under medical superintendence.

The Course of Training extends over two years. At the end of the Course examinations are held and certificates of theoretical knowledge and practical efficiency in teaching awarded to successful students.

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No student from this College need be without remunerative work. Salary £100 and upwards.

Students admitted in September.

Full particulars may be obtained from the SECRETARY.

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and

COLLEGE OF PHYSICAL CULTURE

provides a thorough training for ladies (as teachers) in the principles and practice of **Hygiene, Swedish Gymnastics, and Vegetarian Cookery.**

The course extends over two years, and complete theoretical, as well as practical, training is given.

Examinations are held and certificates given to successful students.

There are good openings for qualified teachers, who after training here are assisted to obtain posts. The College is situated in Worcestershire six miles from Birmingham, and half-a-mile from Halesowen Station; the old historic mansion The Leasowes having been adapted for this purpose.

The Leasowes stands in its own extensive grounds, and is surrounded by beautiful woods. Its bracing air, elevated position, and charming situation make it an ideal place for a College of Health. It has an excellent Gymnasium fitted with Swedish apparatus, also fine Gardens.

Elocution, Dancing, Gardening, Games, &c., are also taught as a means of Health and Physical Culture.

Students are admitted in September, age 18 to 30. Apply for particulars to Miss ANSTEV, The Leasowes, near Halesowen, Worcestershire.

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College.

AT

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309,

AT

INTER ARTS, 1899,

102,

(INCLUDING THE EXAMINATION IN LOGIC)

AT

INTER. SCIENCE, 1899,

201,

AT

PRELIM. SCI.

(Jan. and July), 1899,

111,

U.C.C. Students

PASSED,

COMPLETING A TOTAL OF

4541

SUCCESSES

AT THE

VARIOUS EXAMINATIONS

OF

LONDON UNIVERSITY

DURING THE

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PREL. SCI., 1892-1898: 85, 5 IN**HONOURS. INTER. ARTS AND SCI-**
ENCE, 1899: 10. FIRST M.B., 1.**B.A., 1891-6: 24, 5 HONOURS. B.Sc.,**
3. B.A., 1897: 5, 1 IN HONOURS.**SCIENCE SCHOLARSHIPS: Gay's, 1892, West-**
minster, 1894 and 1896.**OXFORD & CAMBRIDGE ENTRANCE: 13.****OXFORD CLASSICAL SCHOLARSHIP: 1.****INDIAN CIVIL: 1. ROYAL UNIVERSITY:****30. MEDICAL PRELIMINARY: 76.****DORECK SCHOLARSHIP, 1895 and 1896.****LEGAL PRELIMINARY, FIRST CONJOINT****EXAMINATION: 25.****HONOURS MATRIC., JUNE: 1. M.A. CLASSICS,****1898 and 1899: 2. R.A. and B.Sc., 1898: 11.****MATRIC., 1899: 6.****NOTICE OF REMOVAL.**In consequence of increase of busi-
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would accommodate 100 Boarders.

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The School is of the highest class. The
Premises are admirably adapted to the purpose,
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Admirable premises, built specially for School,
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might take a Partnership, and could bring with
her 12 or 14 Boarders paying good fees. Has
Capital.A LADY and her friend, both
having successful High School and Private
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conducted on High School lines, in London or
home counties. Capital from £1,000 to £2,000.THE PRINCIPALS of a high
class School for Daughters of Gentlemen in
the North desire to remove their School to
the South in about a year's time or less. They
desire to purchase the nucleus of a high-class
SCHOOL, with good Premises, Garden, and
Recreation Grounds, either in the neighbour-
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Town. Can provide ample capital, and would
probably bring about 14 Boarders.TWO LADIES (one a Scholar of
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Science Tripos, the other with first-rate High
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£1,000, if necessary.LADY PRINCIPAL of Prepara-
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£500.THE PRINCIPAL of a School is
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TALGARH ROAD, WEST KENSINGTON, LONDON, W.

Chairman of the Committee—Mr. W. MATHER.

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TRAINING COLLEGE FOR TEACHERS.

Principal—Madame MICHAELIS.

Who is assisted by a Staff of competent Teachers.

KINDERGARTEN AND SCHOOL.

Headmistress—Miss BOYS SMITH.

Further particulars may be obtained on application
to the PRINCIPAL.

SCHOOL TRANSFER AGENCY. (Established 1888).

Proprietors—Messrs. GRIFFITHS, SMITH, POWELL & SMITH.

Offices—34 BEDFORD STREET, STRAND, AND 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.

Schools Transferred and Valued. No charge whatever will be made to Vendors of Schools or School Partnerships by Messrs. Griffiths, Smith, Powell & Smith, unless a sale is effected or agreed upon.

SPECIAL NOTICE TO VENDORS.

As Messrs. Griffiths, Smith, Powell & Smith have at *all times* the names of a *large number* of intending Purchasers of Schools and School Partnerships on their books, they have every confidence in stating that they can *readily* effect a sale of any desirable Property they may be instructed to dispose of. All instructions relating to the Transfer of Schools and School Partnerships receive the *personal* attention of one of the Partners of the firm.

NO COMMISSION CHARGE WHATEVER WILL BE MADE BY MESSRS. GRIFFITHS, SMITH, POWELL & SMITH TO PURCHASERS OF SCHOOLS OR SCHOOL PARTNERSHIPS.

Applications from intending purchasers are solicited for the following properties:—

LONDON, S.W.—GIRLS' BOARDING AND DAY SCHOOL. Income £1,700 to £1,800. 28 Boarders, 56 Day Pupils. Rent only £110. Goodwill and very valuable furniture £1,500. School increasing each term.—No. 6,277.

LONDON, N.W.—GIRLS' DAY AND BOARDING SCHOOL. 4 Boarders at 60 guineas and 27 Day Pupils at 3 to 10 guineas per term. Excellent locality. Price for goodwill, with School and nearly all household furniture, about £400.—No. 6,287.

WORCESTERSHIRE.—BOARDING AND DAY SCHOOL FOR GIRLS. 12 to 17 Boarders, 28 Day Pupils. Fees for Boarders, 45 to 60 guineas; Day Pupils, 6 to 18 guineas. Fine premises, property of vendor. Price for goodwill and furniture, £300.—No. 6,278.

MIDLANDS.—BOARDING AND DAY SCHOOL FOR GIRLS. No. of Boarders 12. No. of Day Pupils 27. Excellent house and grounds. Goodwill, school and nearly all house furniture £850.—No. 6,364.

LONDON, N.W.—First-class LADIES' BOARDING AND DAY SCHOOL. Gross income £800; but large increase expected next term. 5 Boarders, 18 Day Pupils. Others promised. Splendid premises. Rent only £130. Price for goodwill, school and household furniture, including 4 pianos, £600.—No. 6,366.

N.B.—A complete list, containing the particulars of Girls' or of Boys' Schools and School Partnerships for sale, will be forwarded by Messrs. Griffiths, Smith, Powell and Smith to intending Purchasers on application.

KENT.—GIRLS' DAY SCHOOL, with Preparatory Department. No. of Pupils 26. Terms average £10. Rent of good house in centre of town, large rooms, only £30. The nominal sum of £150 will be accepted for goodwill.

YORKS.—GIRLS' BOARDING AND DAY, in important Town. Gross income £500; net £150. 9 Boarders, 31 Day Pupils. Rent £80. Price for goodwill, school and household furniture only £350.—No. 6,362.

CHESHIRE.—BOARDING SCHOOL FOR GIRLS, with few Day Pupils. 25 Boarders, 8 to 10 Day Pupils. Income £1,100 to £1,200. Excellent Home and Grounds (property of vendor). Rent £100. Goodwill to be arranged.—No. 6,285.

SURREY, near London.—GIRLS' DAY SCHOOL, with 3 Boarders. Income £600 to £650. No. of Day Pupils 39. Rent of good house in fine position £75. Goodwill £300.—No. 6,363.

LONDON, W.—First-class BOARDING SCHOOL FOR GIRLS. 17 Boarders. Income about £900 or more. Goodwill only £200. Furniture at valuation.—No. 6,279.

BELGIUM.—FINISHING BOARDING SCHOOL FOR YOUNG LADIES. 10 Pupils. Terms 70 to 100 guineas. Rent of fine house only £108. Principal retiring. Goodwill, School, and valuable household furniture £1,000.—No. 6,371.

KENT.—BOARDING AND DAY SCHOOL FOR GIRLS. 6 Boarders, 42 Day Pupils. Income £425. Goodwill, splendid Iron Room, and nearly all furniture £400.—No. 6,289.

LONDON, N.W.—GIRLS' DAY SCHOOL. 30 Pupils. Income about £400. Rent £55. Goodwill £250.—No. 6,282.

KENT.—GIRLS' BOARDING AND DAY SCHOOL. 7 Boarders, 30 Day Pupils. Income about £500. Reasonable offer accepted.—No. 6,281.

KENT.—DAY SCHOOL FOR GIRLS, with 4 Boarders. 40 Day Pupils. Income about £400. Splendid Premises. Goodwill £150.—No. 6,283.

LONDON.—High-class GIRLS' BOARDING AND DAY SCHOOL. Fashionable suburb. 9 Boarders, 15 Day Pupils. Good fees. Excellent home. Rent only £95. Goodwill £350.—No. 6,373.

DEVON.—First-class HOME SCHOOL FOR GIRLS. 12 Boarders at about £80; 15 Day Pupils at £21. Beautiful situation. Rent only £70. Goodwill £600.—No. 6,376.

KENT.—GIRLS' BOARDING AND DAY SCHOOL. Income £800 to £900. Net (about) £260. 9 Boarders, 30 Day Pupils. Rent of large detached house and grounds £105. Goodwill £400.

LONDON UNIVERSITY SCIENCE EXAMINATIONS.



University Tutorial College,
RED LION SQUARE, HOLBORN, W.C.

Matriculation Classes commence Monday, September 11th, and Prelim. Sci. Day Classes Monday, September 18th, 1899.

AT THE SCIENCE EXAMINATIONS, JULY, 1899.

155

Students of University Tutorial College (Science Department of Univ. Corr. Coll.) were successful, with

21 places in HONOURS.

Chemistry Honours.—Eight U.T.C. Students gained Honours in Chemistry, including the only one obtaining marks qualifying for the Exhibition.

Physics Honours.—Seven U.T.C. Students gained Honours in Experimental Physics, one of whom obtained marks qualifying for the Exhibition.

Zoology Honours.—Four U.T.C. Students gained Honours in Zoology, including the only one obtaining marks qualifying for the Exhibition.

The **CHEMICAL, PHYSICAL, and BIOLOGICAL LABORATORIES** are fully equipped for the requirements of all Science Examinations of London University.

DAY AND EVENING CLASSES for next Session commence **MONDAY, OCTOBER 2nd.**

Full particulars of regular Classes and Vacation Courses (specially adapted for Provincial Students) may be had on application to

THE VICE-PRINCIPAL, University Tutorial College, Red Lion Square, Holborn, W.C.

CAMBRIDGE HIGHER LOCAL.

U. E. P. I. PUBLICATIONS.

The University Examination Postal Institution has published the following books bearing on the **Cambridge Higher Local Examination** :—

GUIDE TO THE CAMBRIDGE HIGHER LOCAL EXAMINATION by the Tutors of the UNIVERSITY EXAMINATION POSTAL INSTITUTION. Containing particulars as to books recommended for 1899 and for 1900, and general suggestions for a method of study and statistical tables (not obtainable elsewhere). New edition. 1s. net ; or post free, 1s. 1d.

[N.B.—Any candidate for this Examination can obtain gratis by writing to the Manager of the Institution information as to the best books to study for her group or groups.]

CAMBRIDGE HIGHER LOCAL FRENCH PAPERS.

Containing all the Grammar Questions and Passages for Translation into French set at the ten Examinations, December, 1893, to June, 1898, inclusive. 9d. net, or post free, 9½d. ; or, including Answers by F. THOMAS, B.A., B.Sc., 1s. 6d. net, or post free, 1s. 7d.

CAMBRIDGE HIGHER LOCAL GERMAN PAPERS

(similar to the above). 9d. net, or post free, 9½d. ; or, including Answers by A. VOEGELIN, M.A., 1s. 6d. net, or post free, 1s. 7d.

CAMBRIDGE HIGHER LOCAL ARITHMETIC PAPERS.

Containing the Papers set from December, 1893, to June, 1898, inclusive. 9d. net, or post free, 9½d. ; or, including Answers and References to leading Text-books by W. H. DINES, B.A., F.R. Met. S., 1s. 6d. net, or post free, 1s. 7d.

DECEMBER PAPERS WITH ANSWERS, 1s. net, or post free 1s. 0½d.

HISTORY OF FRANCE, 1180-1314 A.D. By A. F. DODD (First Class in the History Tripos, Cantab., 1892). 2s. 6d. net.

SYNOPSIS OF THE SAME PERIOD. By the same Author. 1s. 6d. net.

TABLES OF ENGLISH LITERATURE. Suitable for the June 1900 Examination.

[Ready shortly.]

[The Examination Papers above mentioned are published by the Institution by permission of the Syndics.]

Postal Classes.—Guarantee.

Any Student who works through our ordinary course in any subject for the Cambridge Higher Local Examination and fails can be prepared therein a second time without further charge.

Oral Classes.

The Oral Classes for June, 1900, for Groups A and H, will begin early in October. The student attending is expected to do written work for the Tutor in addition ; but this can be omitted, if it is desired, and a reduced fee charged.

Oral Classes also in French, German, and Science will be formed if a sufficient number of students apply.

For prospectus and full particulars of the Postal or Oral Classes, apply to the Manager of the Institution, Mr. E. S. WEYMOUTH, M.A., 27 Southampton Street, Strand, London, W.C.

(See also Advertisement on front page.)

ST. MARY'S HOSPITAL MEDICAL SCHOOL, PADDINGTON, W.

THE WINTER SESSION begins on October 2nd with an Introductory Address, at 3 p.m., by H. G. PLIMMER, Esq.
The ANNUAL DINNER will be held in the Evening at the King's Hall, Holborn Restaurant, Dr. SIDNEY PHILLIPS in the Chair.

ENTRANCE SCHOLARSHIPS IN NATURAL SCIENCE.

One of £144, two of £78. 15s., one of £52. 10s., two of £57. 15s. (both open to Students from Oxford and Cambridge), will be awarded by Examination on September 20th and 21st.

The School provides complete preparation for the Higher Examinations and Degrees of the Universities.

SPECIAL TUITION.

Special Classes.—All the Special Classes for the Higher Examinations have recently been made free to Students.

Honours Examinations.—Special tuition is provided for the various Examinations of the Universities of Oxford, Cambridge, and London, and for the Fellowship of the Royal College of Surgeons.

Final Examinations.—The Medical, Surgical, and Obstetric Tutors demonstrate the whole of the year to Students preparing for Final Examinations.

NEW OUT-PATIENTS' DEPARTMENT.

This Department, now in full working, occupies the whole ground floor of the New Clarence Wing, which, when completed, will increase the number of beds in the Hospital to 380, and provide a Residential College for Medical Officers and Students.

ENLARGEMENT OF THE MEDICAL SCHOOL.

The Physiological Laboratories have been further extended, and a special Lecture Theatre and a new and enlarged Chemical Laboratory have been added. A new Laboratory, fitted with electric light and every modern improvement for the study of Biology, Pathology, and Bacteriology, has also been provided. Another extensive and important addition has been made by the handing over to the School of the premises vacated by the transfer of the Out-patients' Department to the Clarence Wing. This has provided new Laboratories, Class-rooms and a new Museum.

A complete reorganization of the Pathological Department has also lately been made, with provision of extensive new Laboratories for Pathology and Bacteriology, and an improved Museum for Pathological specimens, with a special Anatomical Department.

The Residential College is at 33 and 35 Westbourne Terrace, W., close to the Hospital. For terms application should be made to the Warden, Mr. H. S. COLLIER, F.R.C.S. There are 18 Resident Appointments in the Hospital open to Students without expense.

For Prospectus, apply to the SECRETARY.

G. P. FIELD, *Dean*.

ST. THOMAS'S HOSPITAL MEDICAL SCHOOL,

ALBERT EMBANKMENT, LONDON, S.E.

The WINTER SESSION of 1899-1900 will open on Tuesday, October 3, when the Prizes will be distributed at 3 p.m., by Professor T. CLIFFORD ALLBUTT, M.D., F.R.S., in the Governors' Hall.

Three Entrance Scholarships will be offered for competition in September, viz., one of £150 and one of £60 in Chemistry and Physics, with either Physiology, Botany, or Zoology, for First Year's Students ; one of £50 in Anatomy, Physiology, Chemistry (any two), for Third Year's Students from the Universities.

Scholarships and Money Prizes of the value of £500 are awarded at the Sessional Examinations, as well as several medals.

Special Classes are held throughout the year for the Preliminary Scientific and Intermediate M.B. Examinations of the University of London.

All Hospital Appointments are open to Students without charge.

Club-rooms and an Athletic Ground are provided for Students.

The School Buildings and the Hospital can be seen on application to the Medical Secretary.

The fees may be paid in one sum or by instalments. Entries may be made separately to Lecture or to Hospital Practice, and special arrangements are made for Students entering from the Universities and for Qualified Practitioners.

A Register of approved Lodgings is kept by the Medical Secretary, who also has a list of local Medical Practitioners, Clergymen, and others who receive Students into their houses.

For Prospectus and all particulars apply to Mr. RENDLE, the Medical Secretary.

H. P. HAWKINS, M.A., M.D., Oxon., *Dean*.

ST. BARTHOLOMEW'S HOSPITAL AND COLLEGE.

The WINTER SESSION will begin on Monday, October 2nd, 1899.

Students can reside in the College within the Hospital walls, subject to the collegiate regulations.

The Hospital contains a service of 750 beds. Scholarships and Prizes of the aggregate value of nearly £900 are awarded annually.

The Medical School contains large Lecture Rooms and well-appointed Laboratories for Practical Teaching, as well as Dissecting Rooms, Museum, Library, &c.

A large Recreation Ground has recently been purchased, and is open to members of the Students' Clubs.

For further particulars apply, personally or by letter, to the WARDEN of the College, St. Bartholomew's Hospital, E.C.

A Handbook forwarded on application.

BEDFORD.—CRESCENT HOUSE LADIES' COLLEGE.—Spacious buildings. Visiting Masters. Resident Foreign Mistresses. Tennis, Gymnastics, Riding, &c. Terms 60 guineas. Address—Mrs. E. CARROLL, Bedford.

GYMNASTIC TEACHERS' TRAINING COLLEGE.

UNDER THE DIRECTION OF

FRÄULEIN WILKE.

Students are trained in all branches of Gymnastics on the German, Swedish, and English systems.

Fencing, Swimming, Life-Saving, and Outdoor Games.

Massage and Medical Gymnastics. Lectures on Physiology, Hygiene, Anatomy, and Elocution.

Students are prepared for the Examinations of the British College of Physical Education, the Gymnastic Teachers' Institute, and the Amateur Gymnastic and Fencing Association.

The course of Training extends over two years.

Fee, 72 guineas (which may be paid in terminal instalments of 12 guineas).

For further particulars and arrangements for Boarders, apply to the LADY SUPERINTENDENT. Detailed prospectus may be obtained from the SECRETARY, price 2d. ; by post, 2½d.



SOUTH-WESTERN POLYTECHNIC, Chelsea, S.W.



DAY COLLEGE FOR WOMEN.

Term commences 25th Sept.

Classes in Art, Science, Music, Languages, Literature, Elocution, and Domestic Economy. Commercial Training. Training for Lady Secretaries. Physical Training. Complete Preparation for all Exams. of London University. Fees, £15 per annum.

DAY COLLEGE FOR MEN.

Term commences 25th Sept.

Course of Mechanical, Electrical, or Civil Engineering, or Applied Chemistry. Thorough Commercial Training. Classes in Art, Science, Music, Languages, Literature, and Elocution. Fees, £15 per annum.

Full Illustrated Prospectus of Men's or Women's Classes, 2½d. each, post free, from THE SECRETARY, South-Western Polytechnic, Chelsea, S.W.

HANOVER, GERMANY.—College for the Daughters of Gentlemen, conducted on modern lines by Miss BRENDSCHE, late Senior German Mistress, Princess Helena College, Ealing. Highly recommended by the Lady Principal. Address—8A Marienstrasse, Hanover.

ELOCUTION.

MISS ELSIE FOGERTY

WILL resume her Classes at the end of September. VOICE PRODUCTION, BREATH MANAGEMENT, CURE OF SPEECH DEFECTS AND FAULTS OF PRONUNCIATION, READING ALOUD, AND RECITATION.

Special Courses of LECTURES TO TEACHERS. Miss FOGERTY undertakes Class Teaching and Lecture Work in Schools, also the Management of Dramatic Performances.

Lecture Recitals given of Plays set for the Local Examinations.

School Plays completely prepared.

Inaugural Lecture at the Crystal Palace, Sept. 27.
do. do. at Royal Albert Hall, Oct. 7.

THE JOURNAL OF EDUCATION—

"The physical and literary uses of elocution being those specially emphasized in the classes given at the Crystal Palace, the numerous extracts recited . . . gave an opportunity of illustrating the value of such training as a help to the accurate study of the works of great writers."

EDUCATIONAL REVIEW—

"This in the hands of Miss Fogerty really becomes something beyond mere 'elocution.' It is essential that a woman should speak articulately and with ease; of course, it is not always possible that she should speak with distinction, but Miss Fogerty's well-known methods do much to ensure success in this direction."

THE TIMES—

"The varying moods of the different personages were admirably reproduced. The rare gift of a really good French pronunciation added much to the effect of this, as of an extract from Victor Hugo given in a miscellaneous selection."

"Both of these were given with a rare intelligence which enlightened the poems at every turn, and the treatment of the rhythm of Shelley's 'Arethusa' was beyond all praise."

THE GLOBE—

"Miss Fogerty showed that she is not only herself a clever reciter, but also that she is a good teacher, for all her pupils displayed various degrees of proficiency, while one of them gave signs of possessing a remarkable power of pathos, combined with an elocutionary style which is rarely found on this side of the Channel."

THE QUEEN—

"With a teacher of such wide literary sympathies and keen perceptions of the true and the beautiful, the classes cannot fail to have a high educational value. . . . A conception of the reciter's art far beyond the ordinary one."

"In the selection from 'Romeo and Juliet,' Miss Fogerty held her hearers' attention enthralled from commencement to finish; though intense feeling characterized the recitation throughout, neither movements nor gestures were overdone. Miss Fogerty marked out a path all her own."

THE LADY'S PICTORIAL—

"Such fine recitation is indeed rarely heard, and it was duly appreciated by the audience, among whom was Mr. Hermann Vezin."

THE ERA—

"We never heard a humorous subject delivered in better style. In De Musset Miss Fogerty gave the picturesque passages in a manner that would not have discredited the great Bernhardt."

MUSICAL COURIER—

"In her impersonation of the hapless Antigone, Miss Fogerty reached a high level of pathos and dramatic intensity, which was, however, delightfully free from exaggeration."

"Miss Fogerty is a most gifted reciter, she is full of artistic feeling, versatility, and force. . . . Her memory and gestures are faultless. We hope soon to hear her again."

Address—Enderby, Sydenham, S.E.

ELOCUTION.

MISS BEATRICE DARBY-

SHIRE (Pupil of Miss ELSIE FOGERTY) gives lessons in Elocution, including Voice Production, Breath Management, Reading ALOUD, Recitation, &c. Class Teaching and Lecture Work in Schools undertaken.

Classes at Eastbourne every week during the Term. For References and Terms apply—Stoneleigh, Upper Norwood, S.E.

BRUSSELS.

22 & 24 RUE WASHINGTON,
AVENUE LOUISE.—Comfortable and refined Home for Ladies and Lady Students. Paying Guests received during the holidays. Terms moderate.

**MATRICULATION,
B.A., AND B.Sc.
EXAMINATIONS.**

PREPARATION BY CORRESPONDENCE

On a thoroughly individual system, which ensures to each student the closest care and attention. Weak subjects receive special help. Fees may be based on success.

Single subjects may be taken—Latin, Greek, French, German, Italian, Mathematics, Mechanics, Physics, Chemistry, Logic, Psychology, Political Economy, &c.

The Staff includes Graduates of London, Oxford, Cambridge, and Royal Universities, Science Medalists, and Specialists.

The following are a few extracts from successful Pupils' letters:—

"I am extremely thankful for the genuine help afforded me."—(London B.A.)

"I feel that great thanks are due to you for your careful directing and supplementing of my work."—(First Div. London Matric.)

"May I thank you now for all the trouble and pains you have taken with me; my success is mainly due to your excellent system of training."—(First Div. London Matric.)

"Your notes have been suggestive and helpful. Your system is the right one, and conscientiously carried out will produce the best results."—(Intermediate Arts.)

"I can scarcely express to you my deep gratitude."—(First Div. London Matric.)

"I must thank you for the trouble you took in preparing me. Your questions in Latin and Greek are very searching, and I found in the examination that in these two subjects especially I had derived much benefit from your assistance."—(First Div. London B.A.)

"I thank you for your careful and conscientious discharge of your duties in my preparation."—(Honours London Matric.)

For Terms, Testimonials, &c., address—

Mr. J. CHARLESTON, B.A. (Hons., Oxon and Lond.),

THE BURLINGTON CLASSES,

27 CHANCERY LANE, W.C.

**THE MINING SCHOOL,
CAMBORNE, CORNWALL.**

SESSION 1899-1900.

JOSIAH THOMAS, J.P.

(Managing Director of Dolcoath Mine, Limited),
Chairman.

J. J. BERINGER, A.R.S.M., F.I.C., F.C.S.,

Principal.

JAMES NEGUS, F.G.S.,

Secretary.

The School is situated in the centre of the Mining District of Cornwall.

During the past few years the School buildings have been enlarged. The Laboratory is fitted with thirty-five benches, and the facilities for the acquisition of a thorough knowledge of Assaying, &c., are exceptional.

The subjects taught include Chemistry, Metallurgy, Mineralogy, Geology, Mining, Mine Surveying, Ore Dressing, Mathematics, Theoretical Mechanics, Practical Mechanics, Mechanical Engineering, Machine Drawing, Steam, Physics, Physiography, Vanning, Geometry, Building Construction, &c.

The School possesses a Mine, South Condurrow, which was very rich a few years ago, and which is now a most important adjunct to the Institution.

The Students have, therefore, an opportunity of working in a highly mineralized mine, under the direction of competent instructors.

On the Mine a large drawing office has been erected, and a dark room and printing room for blue printing, and for the work in connexion with photographic surveying, are also provided.

Facilities are also afforded for the study of the principles of mechanics as applied in the construction of machinery.

Particular attention is given to mechanics of machinery, technical drawing, and strength of materials.

Prospectuses and further information may be obtained from

JAMES NEGUS,
Secretary.

N.B.—The Session will commence on Tuesday, September 12th, 1899.

UNIVERSITY COLLEGE

OF
SOUTH WALES AND MONMOUTHSHIRE.
(A Constituent College of the University of Wales.)

President:

The Right Hon. LORD TREDEGAR.

Principal:

J. VIRIAMU JONES, M.A., Oxon., B.Sc., Lond., F.R.S.
Fellow of University College, London.

The College comprises the following Departments:—

1. The Faculty of Arts.
2. The Faculty of Science.
3. The Department of Applied Science and Technology.
(The Engineering Laboratory is fitted with all the latest appliances, including a 100-ton Testing Machine, which has been purchased at a cost of £2,500.)
4. The Medical School.
5. The Department for the Training of Women Teachers in Secondary Schools.
6. The Department for the Training of Teachers in Elementary Schools (Day Training College).
7. The South Wales and Monmouthshire Training School of Cookery and Domestic Arts (including Dressmaking, Laundry, Ambulance Work, &c.).
8. The Department of Evening Lectures in Arts.
9. The Department of Extension Lectures in Engineering and Mining in the Counties of Glamorgan and Monmouth.
10. The Technical School of the County Borough of Cardiff, including—
(a) The Department of Applied Science and Technology.
(b) The School of Art.
(c) The Commercial Department.
(d) The Women's Technical Department.

The next Session opens on October 2nd, 1899.

A Matriculation Fee of £1. 1s., in addition to the Lecture Fees, is payable by every new Student at entrance.

In the Faculties of Arts and Science, Students, by making a payment of £10 at the commencement of each Session, may compound for all Lecture Fees for the whole Session.

Laboratory Fees are not included in the above Composition Fee.

Students preparing for the Science Examinations of the University of London or the Medical Courses at the Universities of Edinburgh, Glasgow, and Aberdeen may, by making a payment of £13. 13s. at the commencement of each Session, compound for both Lecture and Laboratory Fees during the Session.

For Students from the Associated Counties of Cardiff, Glamorgan, and Monmouth, the Fee of £13. 13s. charged as Composition Fee for Lectures and Laboratory Instruction in the Faculty of Science will also cover instruction in the Department of Applied Science and Technology maintained by those Counties.

Under the provisions of the Charter of Incorporation of the University of Wales, the University College of South Wales and Monmouthshire is a Constituent College of the University, and its Courses in Arts and Science are, therefore, primarily intended to be qualifying Courses for the Degrees of the University in those faculties.

There is a Hall of Residence for Women Students, under the supervision of Miss Kate HURLBATT (Principal). For further particulars in regard to the Hall, application should be made to the PRINCIPAL, Aberdare Hall, Corbett Road, Cardiff.

ENTRANCE SCHOLARSHIP AND EXHIBITION EXAMINATION.

SEPTEMBER, 1899.

One Scholarship of £40, one of £35, three of £25, two of £22, one of £20; five Craddock Wells Exhibitions; twelve Exhibitions to cover the cost of tuition, and a number of Free Studentships in connexion with the Counties of Glamorgan, Monmouth, and Cardiff, will be offered for competition at the Entrance Examination in September, 1899.

For information in respect of the Glamorgan Free Studentships apply to Mr. WALTER HOGG, Pontypridd; for those connected with the County of Monmouth, to Mr. T. A. SHEGOG, County Council Offices, Newport; and for all further information and prospectuses for College Scholarships and Exhibitions, as well as Cardiff Free Studentships, apply to

J. AUSTIN JENKINS, B.A.,
Secretary and Registrar.

University College, Cardiff.
August, 1899.

THE MIDDLESEX HOSPITAL MEDICAL SCHOOL.

The WINTER SESSION will open on Monday, October 2nd, at 3 p.m. Mr. JOHN MURRAY, F.R.C.S., will deliver an Introductory Address, after which the Prizes gained during the previous year will be distributed.

The ANNUAL DINNER of the Past and Present Students and their friends will take place the same evening at the Trocadero, at 7 o'clock, Mr. A. PEARCE GOULD, M.S., F.R.C.S., in the Chair.

HOSPITAL STAFF AND LECTURERS.

Physicians—Dr. Cayley, Sir Douglas Powell, Bart., M.D., Dr. J. K. Fowler, Dr. C. Y. Biss (out-patients).

Assistant Physicians—Dr. W. Pasteur, Dr. W. E. Wynter, Dr. A. F. Voelcker.

Obstetric Physician—Dr. W. Duncan.

Consulting Physician to the Skin Department—Dr. Robert Livinge.

Physician to the Skin Department—Dr. J. J. Pringle.

Assistant Obstetric Physician—Dr. R. Boxall.

Consulting Surgeons—Mr. Nunn, Mr. George Lawson.

Surgeons—Mr. Henry Morris, Mr. Andrew Clark, Mr. A. Pearce Gould.

Assistant Surgeons—Mr. J. Bland Sutton, Mr. John Murray, Mr. T. H. Kellock.

Ophthalmic Surgeon—Mr. William Lang.

Aural Surgeon—Mr. Stephen Paget.

Consulting Dental Surgeon—Mr. J. S. Turner.

Dental Surgeon—Mr. Storer Bennett.

Assistant Dental Surgeon—Mr. W. Hern.

Other Lecturers—Dr. Robinson, Dr. Young, Dr. Plimpton, Dr. W. J. Mickle, Dr. Wethered, Dr. Crombie, Mr. A. G. R. Foulerton.

The Hospital contains 320 beds. There are Special Departments for Cancer, Syphilis, Diseases of Women and Children, Diseases of the Eye, Skin, Throat and Ear, and for cases requiring Electrical treatment.

There are eighteen Resident Clinical appointments open to Students of the Hospital annually.

Two open Entrance Scholarships (value £100 and £60) will be competed for on September 21st and 22nd, and one Entrance Scholarship (value £60), in Anatomy and Physiology, open to Oxford and Cambridge Students only, on September 21st and 22nd. Notice in writing to be sent to the Dean, on or before September 14th.

Composition Fee 135 guineas, or by three yearly instalments of 60 guineas, 50 guineas, and 35 guineas.

Special terms are made in favour of University and other Students who have already commenced their medical studies, and of University of London Students who have passed the Preliminary Scientific Examination.

The New School Buildings, which provide large and fully equipped Laboratories for Physiology, Pathology, and Bacteriology, as well as a new Dissecting Room and Chemical Department, are now in regular use.

The Residential College adjoining the Hospital provides accommodation for thirty Students.

For further information apply to

W. PASTEUR, M.D., *Dean*.

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OCCASIONAL NOTES.

AS to the constitution of the Consultative Committee we have no further light except Sir J. Gorst's assurance that women were eligible under the Bill and would doubtless be placed upon that body. The functions that will be assigned to it were more clearly indicated by Sir John. Besides the framing of regulations for registration assigned to it in the Bill, it will be consulted as to the "other organizations" whose inspection and examination will be recognized by the Board; as to changes in the curriculum laid down for primary schools; as to the proposed differentiation in the work of town and country schools. Further we are told that, as a rule, the advice given by it to the Minister will not be made public, and that the responsibility of the Minister will not thereby be shared or diminished. The task of drawing up the first regulations for registration is so complex and delicate, and involves such grave issues, that we shall watch with keen interest, not unmixed with apprehension, the nomination to the Consultative Committee. Yet we see no reason to doubt that the Government will follow the lines that they laid down for the formation of a Registration Council, which, it will be remembered, was almost identical with that recommended by the Royal Commission. In any case we may dismiss Lord Cranborne's prognostication as the illusion of a monomaniac who has voluntary schools on the brain. "The Committee may be—probably will be—largely elected by the National Union of Teachers, the sworn foes of the voluntary schools." In other words, the Government, which has subsidized voluntary schools to the tune of a million a year, will, with its eyes open, introduce the wooden horse to the citadel and invite its foes to descend and loot.

SIR JOHN GORST has again unbosomed himself on the subject of rural education. But the subject is many-sided, and Sir John's humour seems to consist in

emphasizing one point of view at a time, and in contradicting this by a different presentment of the subject on another occasion. For instance, speaking in the House, he held up the squire and the farmer as the great enemies of education. The other day at Dunmow he patted these worthies on the back for their wise opposition to an unwise education. Of course there is truth in both statements. The education given in a village school may be, and often is, too bookish. But the other sort of education the child gets for himself, either on his way to school or during the other ten hours in the day when he is neither in school nor in bed. When Sir John sneers at the teaching of grammar he doubtless has in his mind a certain pedantic system of studying anomalies of accident and tabular analysis which still survives in a few schools. But the boy in a village school, still more than his brother the town-boy, has to learn his own language—not only reading and writing, but, what is more important, the power of expression.

THE rustic whose meaningless stare is the only answer to a simple question is still too familiar in our villages. His home life does not teach him to speak. A few mutilated words or even grunts suffice for the needs of eating and sleeping. When he comes to school he is often practically dumb. The teacher's first business is to get him to talk; to express himself; to notice and take an interest in what he sees; and, later on, to describe his impressions. Then follow reading and writing. Without this training, which is given in the school, the average rustic child would remain *borné* in intelligence almost to the limits of the imbecile. It is for widening his interest in life that he has to thank his teacher. But when farmers complain that education tempts boys away from the land, the only reply is that, so long as the lot of the agricultural labourer is so hard and his prospects end with the workhouse, so long will every intelligent boy try to get away to a town. It is for the farmers to make possible for their labourers a life with some prospect of comfort after fifty or sixty years of hard work.

SIR JOSHUA FITCH spoke words of wisdom at Oxford in reference to the value of Extension lectures to schoolmasters and to schoolmistresses. It is, perhaps, one of the defects of our qualities as teachers that we are apt to give too wide a significance to the *dictum* of a great headmaster that "unexamined teaching is inferior to examined teaching." In the class-room it is fairly obvious that under the pressure of modern examinations the school-boy will neglect the subject that is outside his syllabus. Yet at the same time all teachers try to induce their boys to read books or to take up some study outside the curriculum. We have debating societies, natural history societies, chess clubs, and the like, which do not directly bear on scholarships or prizes. And so it is with teachers themselves. They are too apt to study only with a view to amassing one certificate after another. It is as a corrective to this feeling, as Sir Joshua Fitch points out, that the value of the University Extension lectures is seen: "broadening the mental horizon, giving new intellectual interests," and often bringing the absolute joy of study pursued for its own sake.

BUT pupil-teachers are in the position of the boys in the class-room of whom we spoke above. They are almost bound to neglect the light dessert for the examination solids of their educational meal. We are not, therefore, sure that any wise alliance is possible between the pupil-teacher centres and the authorities for University Extension.

The value of this work comes in better after the Queen's Scholarship Examination is passed. But of the value of a few weeks' residence at Oxford during the summer holidays there can be no question, even if, as the *Times* suggests, the variety of the intellectual feast shall cause subsequent mental indigestion. There were during the past month upwards of a thousand students at Oxford. And Oxford is only one of many "holiday courses." The development of these holiday courses is indeed remarkable. It has been calculated by some eager statistician that upwards of a hundred are held annually in one subject or another. Languages, sciences, mechanical pursuits, all have their devotees.

IT is good news that the London School Board and the London County Council have come to an amicable understanding on the subject of science and art instruction. The Board has undertaken to limit its teaching to such grades as can conveniently be taught on its own premises. This is sufficiently vague; but other articles of the convention tend to stricter definition. The Board will have no technological classes, nor will it give instruction intended for candidates for University degrees. The manual classes will be considered as part of the general school course preparatory to commercial workshops; but all trade classes will be handed over to the Council. The surcharges on the last School Board audit will, we suppose, be heard of no more. But this concordat by no means implies that competition between Board and secondary schools will cease. There are Board schools in London where candidates are successfully prepared for the Intermediate Scholarships of the Technical Education Board—an examination at least equivalent to "Honours" in the "Locals."

THERE is still much talk of the difficulties encountered by secondary schools in placing the boys who enter with County Council scholarships. The matter receives more notice than it deserves. But no harm will be done if some better attempt is made to correlate the studies of the two types of schools. It is, perhaps, chiefly in language study where the trouble comes in, and it is just here where the remedy is simple. It is known that all holders of these scholarships will have to study one language or another. In a few elementary schools some suitable preparation is given; in most the preparation is non-existent. If one of these scholars is asked a simple question as to the construction or arrangement of a sentence, the answer is usually prompt; and it is: "I have not learnt grammar." We would not advocate the teaching of English grammar according to the text-books in vogue; nor do we attach much importance to eighty or a hundred hours of "Bué" or "Chardenal." What is wanted is a simple notion of language and expression such as Mr. D'Arcy Thompson would give. Still the difficulty is not really great. These children from elementary schools soon settle into their right positions in the secondary school.

THE first experimental educational exhibition is now open at Cardiff. The English section, as already announced, will be opened in London in January, and probably at the same time the Scottish exhibits will be shown in Edinburgh. We can imagine that Mr. Findlay would make the most of the opportunity at Cardiff, and, indeed, the exhibition is said to be very full of interest. It is the elementary schools and the University colleges that seem to have come out most strongly. The intermediate schools were hampered in one or two ways—they were busy with their annual examination, and the notice was

short; but the main difficulty is to decide how best to give a true picture of school life at an exhibition. Certain subjects lend themselves to display; others do not. Specimens of brush-work or wood-carving, photographs of class-rooms and apparatus, school time-tables and syllabuses are easily collected. It is also possible to show a model of Virgil's plough or a raised plan of the Acropolis; but who can exhibit an Old Testament lesson of Mr. Bell, or one of Mr. Lyttelton on Latin elegiacs?

A SUBJECT which is at present attracting a large amount of attention in County Council circles is the training of pupil-teachers. The Diocesan Aid-Grant Associations, as soon as they had found their legs, proceeded to divert some of their grant from the "necessitous" schools to the perpetuation of the system of pupil-teacher centres condemned by the Rev. T. W. Sharpe's Departmental Committee. Looking abroad for funds, it struck these astute managers that the County Councils might consider the work not only secondary, but technical, and give them grants from the Local Taxation Fund in respect of it. Their success has been very limited so far; point blank refusals have been the order of the day, and, except the West Riding (whose fall from grace we deplore), no English county of importance has given any encouragement to the idea. But the clerical managers are still persisting, while the School Boards and the N.U.T. are backing them up. Of course, money spent by the County Councils in this way goes to relieve the School Board rate or voluntary subscriptions; it further goes to endow elementary education and to bolster up its worst feature, while in the case of School Boards it sets free other funds which can be used to compete with the County Council's schools of science and art. The law imposes upon the elementary authorities the duty of training their pupil-teachers, and makes the performance of this duty part of the bargain under which they receive their grants; it is merely encouraging law-breaking to relieve them of their responsibility. The legality of County Councils aiding such work is very doubtful. It is certainly a constructive breach of Clause 1 (1) a, which forbids by implication the overlapping of the elementary and technical authorities; it also is, as plainly as is the training of village nurses, a breach of Clause 8, which forbids (in the technical, if not in the manual, sphere) the teaching of the "practice of an employment." The way the centres are conducted is certainly on the lines of apprenticeship. The proper policy for County Councils to pursue is to persuade the P.T. Centre Committees (or, if persuasion falls, to use Clause VII. coercion) to send the pupil-teachers for their science and art teaching into the general classes of the neighbouring secondary school or technical institute, where they can mix with other classes of society and can be taught by the best teachers with proper apparatus.

PROF. MELDOLA, who is a member of the Essex Technical Education Committee, and is largely responsible for the success of the recent policy of that county in developing its secondary schools, takes up, in the columns of the *Times*, the controversy initiated by Prof. Armstrong and Sir W. Anson as to the "secondary" section of the Education Department. He approaches it from another point of view, however, and points out, with absolute truth, the danger to science of the predominance of purely literary men in high places in the Government Departments. It is notorious that none of the Education Department's officials or inspectors have any scientific training, and until Mr. Acland, in 1894, appointed his thirteen inspectors even the Science and Art Department

considered it unnecessary for a man to know science in order to inspect a school devoted to that subject. Headmasters of our great public schools, and, to an almost equal extent, the second-grade headmasters, are men with degrees in classics or mathematics. This, of course, is largely due to the preference for clerics still shown in the highest quarters. The science teaching, as Prof. Meldola shows, which has been "imposed from without" and by the County Councils on the secondary schools in the last seven years is very unpopular with the headmasters. Their reasons are twofold. In the first place, this "imposition" seems a vast endowment of a subject which they themselves do not know and cannot even supervise. Secondly, the science master is paid better than the other masters, and the County Council often insists on his selection for intellectual rather than athletic qualifications. But we doubt if this is the real issue at headquarters, and we look further afield for the source of the agitation against Captain Abney.

MR. DAVID CHRISTIE MURRAY makes a violent and only partially deserved attack upon general knowledge papers. It is true that these papers seem generally drawn up to show the versatility and ingenuity of the examiner. Mr. Murray falls foul especially of such questions as these: "What are the principal provisions of the London Government Bill?" "State the substance of the agreement between Great Britain and France as to the Nile Valley." And perhaps he is justified. It is well—with limitations—to encourage the reading of newspapers; but it requires a dozen politicians to state the provisions of the London Government Bill. Other questions refer to the "Tsong-li-Yamen," "automatic couplings," and "Indian sugar duties." Then follow the inevitable quotations from English verse. Mr. Murray is willing to bet that not one of the extracts he cites could be identified in the society of half a dozen well-read people, though he himself "can make a shot at all but one." The fact is, Mr. Murray has omitted to notice that this sort of paper is made purposely long and of wide scope, in order that the boy may find something he can answer. Twenty-five per cent. of the marks on a general knowledge paper would be good.

THE Irish Intermediate Education Board has at last issued its report, and, contrary to current rumours, the report is unanimous. It required indeed some courage for the Board to "write themselves down asses," to confess that the system which they had directed and administered for twenty years and more was wrong in principle and mischievous in its results, and that the only course open to them, after hearing the evidence of Irish masters, managers, and scholars, was to make a clean sweep of it. The system and its working have been so recently discussed at length in these columns that we need not recur to them. It is not correct to say, as the *Daily Chronicle* has it, that "payment by results" is at an end; but the grants made to schools will in future depend, not on the achievements of individual pupils, but on the general efficiency of the school as tested by a non-competitive examination. Further, the grant to any school will be reckoned on the average of its performances for three years, and, what is more important still, the Board express a hope that they may be enabled in time to supersede examination by inspection. It is further suggested that, instead of prizes to individual pupils, the Board should be allowed to make a prize grant to the managers of any school, to be assigned by them, with the sanction of the Board, to pupils in the

school. Ireland is a country of which none should prophesy who does not know—and who does know Ireland?—but we may safely assert that this report forms a landmark in the history of Irish education as notable as the Board of Education Bill in England.

MR. J. S. THORNTON writes to the *Times* on a question of history that is well established though often overlooked. The examinations of the College of Preceptors were started some years before the University of Oxford undertook a similar work. In a discussion of this kind it is impossible to state definitely where the "idea" was first mooted; and it is difficult to assert that one examining body followed the lead of another. No doubt there was, fifty years ago, a growing feeling that examinations for schools would be an advantage. And this feeling took different shapes under different circumstances. But the fact remains, as Mr. Thornton tells us, that the College of Preceptors conducted its first school examination in December, 1850, and settled down to work on its present lines in 1854; that the Society of Arts instituted its examinations a few years later than the College; and that the first Oxford Local Examination was held eight years after the College had initiated the work. These facts should have been sufficient to quash Lord Spencer's amendment, which cut the College out of Clause 3 of the Board of Education Bill. But, fortunately, for the College, for the City and Guilds Institute, and for other examining bodies, the original words were re-inserted by the House of Commons.

IT is a matter of standing wonder to foreigners that English teachers should spend their holidays in going to school again. But still the numbers increase. For instance, the Teachers' Guild courses at Lisieux and Tours are more popular than ever this year. At the former place there are more than a hundred students. This large number does not, as might be thought, destroy the object of the course. The students are in their class-rooms from nine to twelve every day, hearing and talking nothing but French. They are almost all living, two or three together, with French families, where English conversation is very largely tabooed. It is somewhat the fashion to throw cold water upon these assemblages of teachers. And yet there is considerable mental stimulus to be gained from talking the inevitable "shop," when the talkers come from different schools.

TECHNICAL EDUCATION.

THE Report of the Science and Art Department gives a considerable amount of information, but it might, with advantage, include a table of statistics relating to day science schools. It would be interesting to know precisely the proportion of first-year students who complete the three years' course, the grants earned by different schools, and so on. As it is, the inquirer can only obtain particulars with regard to finance by making an abstract of the general list of schools and classes. Captain Abney reports, however, that, of 159 schools of science, 68 are attached to higher-grade schools, 47 are endowed schools, while 44 are in "other institutions." Taking at random half a dozen higher-grade Board schools and the same number of grammar schools, the average grant earned per scholar works out at £3. 16s. for the former, and just over £3 for the latter.

THE organizations recognized in accordance with the provisions of Clause VII. "as responsible for science and art instruction within their respective areas" now number 43. Twenty-eight of these are for

administrative counties and fifteen county boroughs. As far as the administrative counties are concerned, all the more important of the Local Authorities are now recognized. This may be gathered from the fact that the twenty-one Authorities not so recognized only administer about one-sixth of the residue grant.

THE Directory issued by the Education Department for the regulation of examinations for Cookery Teaching Diplomas represents a step which for long enough the Whitehall Authority hesitated to take. For years the resolutions of conferences and the pleadings of deputations have been met with a certain jocular scepticism. But, with the "Directory" before them, the schools have now no cause to complain of Departmental neglect. There appears to be nothing unduly exacting in the regulations. It will be more difficult for the young woman of average ability to obtain a first-class diploma, and she will be obliged to devote more time to the task. But this is as it should be.

THE Department adheres to its demand for Science and Art certificates in hygiene and chemistry (alternative course). It will also examine students in the theory and practice of education. If, however, the candidate for a diploma does not hold the necessary science certificates at the conclusion of the training, while, in other respects, fulfilling the requirements, she will receive a provisional diploma. This provisional diploma will be raised to a first class if, within two years, the science certificates are obtained.

THE manifest risks which attend the policy of aiding schools and classes without reference to receipts from other sources has been frequently alluded to in this column. A circular issued by the Worcestershire Technical Instruction Committee, with a view to evening schools in rural districts, proposes to make grants to teachers of 5s. a night for not less than an hour and a half's instruction. This grant appears to be given irrespective of any sum received by the school from the Education Department. Moreover, it would seem the Technical Education Committee is more or less indifferent to the fact whether a school is working under the Education Department or not. This, surely, is an erroneous policy. With apparently unlimited Parliamentary resources available for these schools—in 1897 the Department expended £162,158 in their support—it is folly for Local Authorities to unnecessarily burden the limited funds at their disposal.

THE scale of aid provided in the Department's Code is, of course, quite inadequate when applied to rural schools. With an average, say, of 10 scholars a master would earn at the rate of about 2s. 6d. for an hour and a half's instruction, instead of the 5s. offered by the Worcester Committee. But for 15 scholars the Department's grant would be 3s. 9d., for 20 scholars 5s., and so on. Thus, the larger the school the less need for assistance from local sources. County Councils should frame their schemes of aid accordingly.

THE Essex Technical Instruction Committee is to be complimented upon the adoption of a comprehensive scheme for dealing with the secondary and technical day schools within its area. The County Council has already made building and equipment grants to thirteen institutions to the amount of £7,355, and is committed to the expenditure of £10,500 in connexion with two new schools, and laboratories for a third. The new proposals—presumably accepted in principle—will, if carried out, involve a further outlay of nearly £20,000. These proposals for the future contemplate the establishment of at least half-a-dozen "new" schools.

As the result of the recent examination, for which 2,227 boys and girls entered, the London Technical Education Board has awarded 328 junior scholarships. For the intermediate scholarships there were 827 entries, and 81 awards were made. There is probably no department of the Board's many-sided work more appreciated, or more productive, than this of the scholarships. For the benefit of young Londoners who aspire to be competent gardeners, the Board has just awarded five scholarships—in addition to four awarded a few weeks ago—tenable at the School of Practical Gardening established by the Royal Botanic Society, Regent's Park.

THE members of the Hampshire Technical Education Committee, in subscribing to establish a challenge shield, for the possession of which the public secondary schools will annually compete in athletic sports, has set an example which should be followed by other County Authorities. Half-a-dozen schools—working under the educational scheme of the County Council—were this year eligible to compete, and, while success in different events was fairly well distributed, Churcher's

College, Petersfield, enjoys the distinction of holding the new shield for the first year.

THE report of the Technical Instruction Committee for Cheshire is invariably an encouraging compilation. It represents zealous administration of a comprehensive scheme. For the year ending with March something like £22,494 was expended. Of this sum £4,582 was paid to Town Councils and Urban Authorities. There are four of the former and thirty-three of the latter in the county. Of these, twelve levy the full penny and eight make a grant out of the rates for technical instruction. In this way a sum of £4,227 is raised—a satisfactory state of affairs, comparing very favourably with other counties. The report points out that the County Council has not, as yet, found it necessary to levy a rate; "but the expansion of technical instruction work is so great that very probably, at an early date, a rate, or grant out of the rates, may become a necessity, if the development is to be maintained." The number of individual students attending classes during the year was over 16,000, and a total of 230 students hold scholarships, the total cost of which was over £3,000. Grants were made to twelve secondary schools to the amount of £734. The report includes full particulars of the work done at the Dairy Institute, Worleston, and the Agricultural School at Holmes Chapel, to which reference will be made on a future occasion.

AT a large gathering of those interested in education—and especially technical and secondary education—in Northumberland, held at Howick on the 26th ult. by invitation of Earl Grey, Mr. Michael E. Sadler, the Director of Special Inquiries and Reports, delivered an address on "Secondary Education in its bearings on Business Life."

THE BOARD OF EDUCATION ACT.

WHEN at the beginning of the year we invited our readers to forecast the date of the passing of the Board of Education Bill we hardly anticipated that it would be September before the result of the competition could be announced, and we certainly had no notion that the Greek Calends might prove the correct answer. So, however, it has turned out, and it was only a fortunate accident—the involuntary postponement of the Colonial Loans Bill—that saved the Education Bill from sharing the fate of the Innocents.

The debate on the Report stage revealed a considerable amount of latent dissatisfaction, mostly on the Ministerial side of the House, but both the extreme Church party and the representatives of School Board opinion found themselves in a hopeless minority. The genuine educationists—Mr. Bryce, Sir W. Anson, and Mr. Voxall—failed no less signally in their attempts to fill in the blanks and give definite form and feature to the shadowy outline of the Bill. They did, however, succeed in extracting more definite ministerial pledges as to a third Assistant Secretary for secondary education of coequal rank with those already appointed for the primary and technical departments.

The Bill has at last become law. It is far indeed from being the ideal of our dreams, the Organization Bill for which we have struggled these many years. It is, as Cicero said of the schoolboy, *non res, sed spes*; a promise, not a performance; a foundation, not a building. Yet it has this undeniable recommendation, that, though it may for years remain a dead letter, it will not block the way for future legislation; it contains nothing that we shall be compelled subsequently to rescind.

Let us sum up briefly what the Act gives us, or, to speak by the card, promises to give us: (1) A Minister of Education who will be responsible to Parliament for all education, primary, secondary, and technical, in England and Wales. We are rid of the dual regimen, Mikado Presidents of Council in the House of Lords and Vice-Presidents in the Commons. (2) A Consultative Committee. True, this is but an *eidolon* of the Conseil Supérieur of France; its members are nominated by a Minister, and only on one subject is the Minister bound to consult it. Yet it is a first recognition of the principle that teachers should have a voice in educational administration, some more formal and less precarious method of expressing professional opinion than a memorial or deputation to the President of Council. (3) A register of qualified teachers, irrespective of sex or rank, constituted and maintained by teachers through their representatives, not a State roll. The

only drawback here is that Scotland and Ireland are not included. (4) The inspection and examination of secondary schools. We may have long to wait before this enactment is made compulsory, and extended to all schools, private as well as public; but for the first time it is recognized that the State is responsible for the secondary, no less than for the primary, education of the country. (5) The total absorption of the Science and Art Department and the partial absorption of the Charity Commission. The way is paved for a Central Authority which will supervise, co-ordinate, and regulate the whole national system, the Universities alone excepted.

"The whole scheme," says Mr. Graham Balfour in the admirable volume which we elsewhere review, "is in the barest outline, and everything will depend on the development of its suggestions and the spirit in which it is administered." To judge from the constitution of the Departmental Committee, the omens, we confess, are not favourable. To this Committee has been entrusted the task of reorganizing the Education Department; that is, in the main, of bringing secondary education into line with the other branches. That on this Committee there is not one member who is connected with secondary schools, or has any intimate acquaintance with their condition and requirements—not even a representative of the Charity Commission—is, as we said, an evil augury. Who will be the Principal Assistant Secretary for the Secondary Branch? In this first appointment the gravest issues are involved. To name the man of our choice would probably rather hinder than help his chances; but this much we may say: There are two members of the Civil Service, both of whom have had wide and intimate experience of secondary schools, and the appointment of either of these would be welcomed by secondary teachers as a guarantee both of sympathetic insight and zeal according to knowledge. On the other hand, the promotion of an official on the Whitehall staff would be certain to engender mistrust and suspicion.

THE DISMISSAL OF THE GRANTHAM STAFF.

IT has not been without reason that the dismissal of the staff of Grantham Grammar School at Christmas last has attracted much public attention, and has been the subject of much comment in the general Press.

The interest of the public has been due to several distinct causes. First and foremost stands the fact that assistant-masters have during the last fifty years acquired a new and improved professional status; they have, besides, recently found it practicable in their own interests to take united action, since, for some time past, questions of tenure, especially in relation to primary education, have been more or less in the air; while last, but not least, public and professional sympathy has been aroused by the prevalent misinterpretation of the legal effect of certain clauses common to most School Schemes of the Charity Commission.

This misinterpretation, which the decision in the Grantham case has now swept away, was voiced in October, 1894, by the representatives of the Assistant-Masters' Association, Mr. J. Montgomery and Mr. C. Martin, who, when examined before the Royal Commission on Secondary Education, stated (Report, Vol. IV., page 77, questions 13223, 5, 6, 13241, 4, 5) that the principal drawback to work in a secondary school was neither its poor pay nor its slender prospects, but its uncertainty of tenure; and they affirmed that when a new headmaster is appointed to an endowed school all the assistant-masters have been reappointed to their posts. It was this incident, they said, which imported into the tenure the element of uncertainty to which they so strongly, and with reason, objected.

It is astounding that the evidence referred to was not promptly controverted by one or more of the headmasters present, for, if this be an accurate representation of the legal aspect of the case, if it be true that the tenure of an assistant-master in an endowed school stands or falls with that of the headmaster who appointed him, it is obvious that a strong ground exists for a change in the system under which assistant-masters hold their appointments. But, as a matter of fact, assistant-masters are not reappointed by each succeeding headmaster, nor does a vacancy in the headmastership affect the tenure of assistant-masters. Public discussion has, however, clearly shown that the

misapprehension entertained by the above-mentioned witnesses was singularly widespread, even among headmasters and members of governing bodies; and, since it is contrary to the practice of the Charity Commission to consider hypothetical cases, the question has perforce remained unsettled until an actual case arose at once typical and free from complications.

The Grantham Grammar School case answered both these conditions; the terms of the Scheme under which it is administered are almost identical with those of the great majority of Charity Commission Schemes, and the fact that it differs from many of these in allowing, in the case of dismissal of assistant-masters, an appeal to the governing body was not essential to the points at issue.

The Association of Headmasters, as well as that of Assistant-Masters, accepted this as a test case; both bodies asked the Charity Commission to hold a public inquiry into the matter; and the former body, in February, after recapitulating the then known facts, asked for a definite ruling "as to the legal change (if any) affecting the tenure of assistant-masters upon the appointment of a new headmaster." To this definite question the Charity Commission replied, saying that they had intimated to the Governors that "there was, apparently, no ground for the contention that the appointments of assistant-masters were, *ipso facto*, terminated by a vacancy in the headmastership." This declaration has been affirmed by their decision recently given. It is most satisfactory that the Commissioners have taken the opportunity afforded by a single case of embodying in their decision a concise and explicit statement as to principles which bear on all endowed schools, and which, by defining responsibilities, tend to bring clearness into a complicated relationship between the several parties concerned.

The facts of the case, as brought out in the public inquiry conducted by Mr. Selby Bigge on behalf of the Charity Commission at Grantham on May 30, may be summarized as follows:—

In August, 1898, the strained relations which for some time had existed between the Governors of Grantham Grammar School and the Headmaster, Mr. W. J. Hutchings, reached breaking point, and, on August 25, Mr. Hutchings wrote to the Clerk of the Governors (Mr. Malim) resigning his appointment, and asking that his resignation might take place "not later than the end of the January term." It will be noted that the phrase "not later than" was exceedingly vague, and might be interpreted as meaning either Christmas or Easter. From this ambiguity a considerable part of the difficulty arose. The Governors apparently interpreted it as meaning Easter. At a special meeting, held on August 26, they recorded this interpretation in their minute-book, and postponed till the following term advertising for a successor.

In September Mr. Hutchings called his staff together, told them that he had resigned, that he would retire "not later than" the end of the January term, and that he feared their position might be affected by his departure. He did not, however, give them formal notice, as he was then uncertain whether he should remain till Easter or only till Christmas. He at once began to look about for a new appointment, and in mid-December concluded negotiations for taking over a private school at Gravesend. On December 20 he wrote to the Clerk of the Governors to say that had just succeeded in securing other work, and that he therefore asked the Governors to release him from the charge of the school before the next term began. The Governors had in the meantime advertised the post, and had selected six candidates for an interview. But it was a matter of common knowledge that they favourably regarded the candidature of a former assistant-master, the Rev. W. R. Dawson, then Headmaster of Corby Grammar School; and some one—presumably one of the Governors—advised that gentleman to be in Grantham on December 20, when the Governors next were to meet. Mr. Dawson acted upon this friendly advice, was called in for an interview with the Governors, who thereupon thought it unnecessary to send for the other selected candidates, and, despite the protest of one of the Governors that a headmaster could not thus be legally appointed, Mr. Dawson was then and there appointed to the headmastership of the school. Finding, however, that it was inconvenient for Mr. Dawson to enter upon his duties in January, the Governors endeavoured to force Mr. Hutchings to remain until Easter, having been advised by their Clerk that, since the assistant-masters were, under the School Scheme, appointed by the

Headmaster, no pecuniary liability with regard to them could attach to the Governors.

In the somewhat heated correspondence which thereupon ensued between Mr. Malim and Mr. Hutchings, the former put the controversy in a nutshell when he said:—"On the termination of your appointment, whenever that may be, the engagement of your assistant-teachers will also terminate." This terse statement of the main question at issue—implying as it does that the engagement which a headmaster of an endowed school makes with the assistant-masters is a personal, and not an official, engagement—was summarily overruled by the Charity Commissioners even before the inquiry took place.

The question immediately arose as to the position of the assistant-masters. Were they, as the Clerk suggested, personal servants of the out-going Headmaster, to whom they should look for salary in lieu of notice? Or had they a claim upon the foundation—that is, upon the governing body? Or, again, was their claim against the in-coming Headmaster?

Involved in this was the further question whether the assistant-masters had been dismissed at all, since each of the three parties concerned denied having dismissed them; and, if they had been dismissed, by whom were they dismissed? The solicitor for the assistant-masters maintained at the inquiry that they had been dismissed by the new Headmaster, whose act in refusing their services when offered in January was an act of dismissal. The out-going Headmaster, taking his law from the Clerk, feared that he might be personally responsible, and obtained individual promises from the assistant-masters that, if the liability were his, they would not sue him. On a review of the facts, the Commissioners came to the conclusion that the letters of Mr. Hutchings, taken in conjunction with his informal communication in September, must be construed as dismissal by him, and without due notice. But for such dismissal without notice they held the Foundation liable, and not the Headmaster, implying thereby that such appointments are made by a headmaster, not personally, but in his official capacity. He is, in fact, as the inquiry brought out, an agent of the Governors in this matter, but an agent, *sui generis*, whose powers are laid down by Act of Parliament. It is, in fact, the peculiar restrictions imported by the scheme into the general idea of agency which have obscured the question. The headmaster of such a school is neither an agent nor an employer, in the ordinary sense of these terms; he is restricted as to the salary he may offer; he is bound to report to the Governors each appointment he makes, but he can appoint at will, and—subject to appeal or not, as the case may be—can dismiss at will. The ordinary law of Agency not applying in such cases, it would therefore seem highly desirable that the case-law affecting endowed schools should be summarized by a Central Authority and communicated to each governing body, and, should doubt arise, appeal for guidance should then be made to the Commissioners, as provided by the Scheme.

The assistant-masters, realizing the evils which must arise from this strange triangular duel, endeavoured to persuade Mr. Dawson to retain their services; and, had there been no feeling among the governing body against this proposal, their claim on the school would have been considerable; each had served under former headmasters, and had given satisfaction. Their claim upon Mr. Dawson was strengthened by the fact that he was a former colleague, and that up to the time of his appointment he had maintained friendly relations with the second master, Mr. Brooke. To this gentleman Mr. Dawson represented that his willingness to retain their services was overridden by the pressure to which he was subjected by the Governors; and that the dismissal of his former colleagues was a condition of his appointment. This statement he repeated to Mr. Hutchings; but at the public inquiry he entirely exonerated the Governors, declared himself to be a free agent, and even went to the length of advancing the reasons why, in the interests of the school, he felt himself unable to retain their services: they were senior to himself; they were not athletes; they did not desire to live in the school house.

The upshot of the matter was that when school reopened in January Mr. Dawson informed them that he had no need for their services, and had, in fact, appointed others in their place. The assistant-masters thereupon decided to appeal against their dismissal to the Governors at the next quarterly meeting, and each sent in accordingly a courteous, succinct, and reasonable statement of his services to the school, and of the evil case in

which dismissal would leave him. But, as frequently happens, this right of appeal to Governors proved absolutely valueless. No appeal of this kind can, of course, be really effective, unless it be made to some body outside the school, to deal with the case on its merits. Such a body will hereafter be found in the Consultative Committee of the Board of Education. By a body of governors such a question is usually, and perhaps naturally, regarded in the light of a vote of confidence in the headmaster; and, as in the House of Commons on similar occasions, the popularity, or otherwise, of the Ministry, and not the merits of the particular question then under discussion, determines the voting.

But, be this as it may generally, the result of the appeal in this case was already a foregone conclusion. Other masters had been appointed to the vacant posts, and, although much local interest was shown in the matter, the only effect was that at the meeting of Governors held on February 27 (Lord Brownlow in the Chair) the following resolution was unanimously passed:—"That the Governors deeply regret the dismissal by the late Headmaster of all the late under-masters without due notice, and now desire to express their sincere sympathy with them in their undeserved trouble, and their full recognition of the good services which have been rendered by those gentlemen. That, considering the long services rendered by those gentlemen to the school, there be given to them an *honorarium* as follows:—Mr. Brooke, £80; Mr. Preston, £50; Mr. Marindin, £25."

It may be here noted that the Governors endeavoured to prevent these sums from being regarded as legally due from them, since the sum awarded in Mr. Brooke's case is more than, in Mr. Preston's case it is equal to, and in Mr. Marindin's case it is less than, the term's salary. The resolution further contains two assumptions as to the legal questions involved. The first was that the assistant-masters were dismissed without notice by the late Headmaster. This assumption has been upheld by the Commissioners after consideration of all the circumstances of the case. The other was that a governing body is empowered, without leave from the Charity Commission, to award sums to assistant-masters in recognition of past services. This assumption has not been accepted by the Charity Commissioners, who have ordered the Governors responsible for this resolution personally to refund to the Foundation the above sum of £155, and further to pay out of the school funds one term's salary to each of the aggrieved parties. It is almost to be hoped that the Governors will refuse to pay these latter sums until compelled to do so by a court of law. This would give the desired stability to the decision which has been arrived at by the Charity Commissioners, and would enable the evidence to acquire that credibility which in general attaches to statements made on oath. It would further serve to show up the petty spirit which seems to have actuated the administration of a school famous in the past for having had Sir Isaac Newton as one of its scholars.

The conclusion forced upon one by this case—a singular comment on Lord Cranborne's solicitude for the Charity Commission as a *quasi-judicial* body—is that investigation by public inquiry under the powers of the Charity Commission is cumbrous and singularly ineffective compared with the proceedings of a duly constituted court of law. The evidence given by consent and without oath, the inability to summon essential witnesses, the lack of any sanction to compel reluctant witnesses to answer directly, are all obstacles to getting at the truth; and the decision is only enforceable after the finding has been upheld in a court of law.

On the whole, however, despite these drawbacks, it must be said that the investigation will be of the utmost use to the teaching profession. The Charity Commissioners have had here an opportunity, of which they have taken full advantage, of stating the law which obtains in the matter of the tenure of assistant-masters, and which is certain to be upheld in case of an appeal to a court of law.

It may be well, in conclusion, for convenience of reference, to enumerate the points, it being understood that this Scheme, by one of its clauses, assigns to the Headmaster "the sole power of appointing, and, subject to an appeal to the Governors, of dismissing, all assistant-teachers":—

1. No change whatever takes place in the tenure of an assistant-master by reason of a change in the headmastership. The out-going and the in-coming Headmasters alike have power to dismiss without cause assigned, provided that, according to the custom of the profession, a term's notice be given.

2. It is not the custom in schools, nor is it desirable, for a new headmaster to reappoint the assistant-masters whom at his coming he finds on the staff. His power to dismiss dates from the day of entry into office, and, if the out-going headmaster has not given a term's notice to the staff, the in-coming headmaster must work with them for a term, or else the Foundation will be liable for a term's salary on behalf of each.

3. The powers of governing bodies and of the Charity Commissioners are strictly limited by the provisions of the School Scheme, and the law, treating members of governing bodies as trustees for specific objects, will hold them personally liable if they disregard the precise terms of their trust.

PRIMARY EDUCATION IN ENGLAND.*

By SIR H. EVELYN OAKELEY,
Late Chief Inspector of Schools, England.

I PROPOSE to take as the subject of my lecture the History of Primary Education in England, from the appointment of the Royal Commission in 1859 to the present day. In 1844 the Government showed some sense of its vast responsibility in the matter of public education by giving a Committee of the Privy Council authority to supervise it, and by appointing some inspectors of schools to carry out the provisional arrangements. A modest grant of £40,000 was made, which reached some hundreds of thousands of pounds in 1859, and at the present time amounts to the enormous sum of nearly seven millions.

In 1859, owing to a growing opinion amongst many influential men that the education given was generally unsatisfactory, and that the attendance was sadly irregular, a strong Royal Commission was appointed to consider the whole question. This Commission made a report in 1861, of which the main conclusions were as follows:—(1) In grant-receiving and some other schools the instruction was very fair or good in the upper classes; but the idle and dull children were sacrificed to the industrious and clever. (2) The facts that many private schools were inefficient, and that numbers of children attended no school, were noted and deplored.

But little was done to remedy the latter evil until 1870, when the great Education Act was passed. The Committee of Council on Education has altered very little from its original constitution to the present time, though its powers and authority have enormously increased. Its head is the Lord President of the Privy Council, who has all the patronage, but does not, as a rule, take any active part in the administration. The extent to which he does so depends on the interest of any particular Lord President in the subject. Besides being the nominal head of the Education Department, he is always a great political personage. The administrative chief is the Vice-President. In 1861 the Lord President was Lord Granville, a charming and accomplished man, an acute politician, though not a great orator. The Vice-President was a man who had made his mark in New South Wales and had returned to England. Rugged and unprepossessing in appearance, rough and overbearing in manner, Robert Lowe was one of the most remarkable men of his generation; an excellent scholar, a debater and orator of the first rank, admired by many, loved by few. He had no very special aptitude for the post; but was pitched into it because he was even then a person not to be passed over—by no means a negligible quantity. However, he set to work with characteristic energy to give effect to the recommendations of the Commission which I first mentioned, and, in conjunction with Mr. Lingen, the permanent Secretary, he prepared the celebrated Revised Code, which took effect in 1861. The aim of the Revised Code was to make the teachers pay equal attention to all the children; nay, more to the idle and stupid, on the grounds (as Mr. Lowe said) that these were more likely than the others to drift into the dangerous and useless classes of the community.

This object was effected in a very simple manner, by paying a grant on account of every child who, having been fairly regular in attendance, passed the inspector's examination in reading, writing, and arithmetic—the same grant for a child in the

lowest as in the highest class. A grant was also paid on the average attendance; but no credit whatever was given for any other subject. There were other objectionable regulations which I need not mention: what I have named was the essence of the matter.

This Code soon became a burden to the teachers, who frantically attempted, in school and out of it, to bring the awkward squad in each class to the point of saturation of the three R's. It made teaching mechanical, it killed the vitalizing enthusiasm of true teachers, it rendered the lives of the dull children painful to them, it quenched the aspirations of the bright and clever ones; yet, strange to say, this "payment by results" prevailed in principle for many years, though each year it was modified for the better, until at last, under the wise administration of the present Government, and by the advice of the able Secretary, Sir G. Kekewich, an almost perfect system has been lately established, and a good teacher is left free (within certain limits) to pursue his own methods under gentle and encouraging direction.

The Act passed by Mr. Forster, who was Vice-President in 1870, has justly been called the educational Magna Charta of English children. It made education compulsory, and, as this would be impossible without a sufficient number of schools, it provided for the creation of School Boards in places where there was a deficiency of schools, or where a majority of rate-payers desired a Board; it introduced the "conscience clause," by refusing to recognize as suitable a school where any child was required to be present during the time of religious instruction.

During the next year or so every elementary school, whether public or adventure, had to be visited in order to ascertain whether it might be taken into account in estimating the educational provision for the district. Of course, the sanitary condition of the school, the provision of apparatus, space for each child in two and three dimensions were carefully considered, as well as the instruction given. The strangest things were revealed in the course of this inquiry. I remember going to some sixty private schools in a large town in the North of England which claimed to be placed on the list as efficient. Many were called "Academies for Young Gentlemen," "Finishing Schools," and so on; the children were styled "Master A. and Miss B.," &c., and the parents were gulled into the belief that the academy was something very superior. In several, thirty or forty children were in a stifling back room of a small house, which might properly hold a dozen; the only apparatus was a few battered and unsuitable books; the unhappy children were entirely ignorant. If the Education Act did nothing else, it was of value in practically closing these pernicious institutions.

The School Boards were soon established in nearly every large town and in many country districts, the township being taken as the unit; but in the case of adjacent townships being very small they might be united to form a school district. The compulsory duration of school life was from seven to thirteen, but a grant was paid for children from four to seven and from thirteen to fourteen. Every School Board proceeded to pass by-laws assigning the standard of efficiency for partial and total exemption, which was generally fixed much too low. The Factory Acts remained untouched by the Education Act, and under them every child employed in a factory (for instance, in a cotton mill) was entitled to attend school half-time on becoming ten years old. An extension of this was added in the Act, namely, that any child on passing Standard IV. could claim a labour certificate and be quit of school. So the School Boards got to work with more or less zeal; but, unfortunately, it has often happened that the School Board election turns on other considerations than the fitness of the candidates. In many cases the election resolves itself into a contest between religious sects; again, sometimes people stand as candidates merely to advertise themselves or their business. It is a very remarkable thing that frequently only a small proportion of the electors take the trouble to go to the poll; though they pay for the music, they don't think it worth while to call the tune. I have known cases in which only 20 per cent. or 25 per cent. of the electors have voted. The natural result of this is that few Boards are composed of the best fitted persons, and in many cases certain members are quite unsuitable. The consequence is not so serious as one would think; the strong fund of common sense which pervades all classes in England prevents a badly constituted Board from doing much harm, and, should

* A lecture delivered in Melbourne at the request of the Education Department of Victoria.

it kick over the traces, the strong arm of the Education Department brings the unruly team to a steady trot again.

The chief expenses of the Board are incurred for building schools and partially maintaining them. They may borrow the money for building; but principal and interest must be paid off in a certain term, from twenty to thirty years. The Boards appoint officers to look up truants and enforce the compulsory attendance. If a child is persistently irregular, his parent is brought before the magistrates, but is usually very leniently fined or let off altogether; and, though the School Board officers are generally active and efficient men, at this present day, after nearly thirty years' experience of the Act, the attendance is by no means as regular as could be desired.

The school rate, of course, differs very much in different districts. In London it has reached 1s. in the £; at West Ham, near London, it is 2s. 6d.; and in some country places only 3d. The amount is, of course, determined by the rateable value of the school district and the number of schools required. The enormous normal annual increase of the population of London is brought home in a startling way when I say that, in order to meet it, a new school for a thousand children is required once a month throughout the year.

Some relaxations of the crushing severity and the Procrustean rules of the original Revised Code were gradually adopted, as I have said, and at this day, under the wise administration of the present Government, the regulations under which the teachers work leave them at liberty to pursue almost any method they desire within certain limits and under the sympathetic guidance and advice of the Government inspector. Moreover, in about 90 per cent. of all schools the annual examination has been abolished, and the remaining tenth have yet to prove their right to be inspected without individual examination. The way in which a school is now tested is as follows: the inspector or one of his assistants visits it, without notice, two or three times throughout the year, and spends the whole day in observing the teaching and the work of every class in all the subjects taken, and, of course, he pays great attention to the discipline, tone, and good manners of the children towards one another and their teachers. Next to religious training I consider the inculcation of good manners of the highest importance. By good manners I do not mean the frivolous formulæ of etiquette, which vary in different countries, and even in the same country change from one generation to the next; but I mean consideration for others, gentleness, honour in word and deed—the *manners* which Tennyson had in his mind in the lines—

For manners are not idle, but the fruit
Of loyal nature and of noble mind.

In the same sense William of Wykeham inscribed on the gates of his magnificent foundations of Winchester College and New College, Oxford—"Manners makyth man."

You will observe from my sketch of the modern system of inspection that the inspector does not examine the children individually; he bases his report on inspection of exercise books, observation of methods of teaching, answers of children, tone, discipline, and many other things which an experienced inspector cannot fail to note. Perhaps it may be of interest to describe a visit to a school. I will select the last one I went to, not for inspection, but because I learned at the training college that it was proposed to send students to practise at it, and I wished to see what it was like. This was a Board school in York, consisting of two stories; but I shall not refer to the infant department, in which were some seven hundred children. On going upstairs, I entered a large central hall, capable of holding six or seven hundred children with ease. They are not taught there, but assemble for prayers, singing, and drill. On each of two sides of this hall were eight class-rooms, for boys on the one side and girls on the other. (In several lessons the boys and girls are taught together.) In each room there was a certificated teacher, and the headmaster presided over all. In one room I heard a lesson on botany, and the mistress had carefully selected specimens, and also drew some very good illustrations on the blackboard. In another a new song—tune and words—was taught in half an hour. In the ordinary school lessons I was pleased to see the children called to the blackboard by turns to carry on the next step. On the master's desk in the central hall were sixteen knobs or buttons, by pressing any one of which a small bell was rung in one of the class-rooms. At ten minutes to twelve

the school band, consisting of five or six little performers, took their places. One played the piano, and then there were a flute, a fiddle, a big drum, and one or two other instruments. The buttons were pressed, and each class marched into the central hall, headed by the teacher, to the accompaniment of a merry tune. When all were in position, the master read, in a most impressive way, a few prayers, the children sang two hymns, another march was struck up, and in a minute the hall was cleared and the children were on their way home. Nearly every child on the books was present at nine o'clock; but when I arrived twenty girls had marched off to a cookery school, and some thirty boys were at wood-work under a special teacher. These technical subjects, together with laundry-work, cottage gardening, swimming, &c., are much encouraged by the Education Department, which makes special grants for the teaching of them. I do not mention agriculture. This is not a good subject. At a celebrated college in London agriculture was taught by means of a little book written by Tanner, which has to be learned in three weeks, and by which you can answer any question on agriculture. In connexion with the Yorkshire College, they make a provision that all the students shall go on a farm for three weeks and do regular farm-work.

The teaching of cookery is now no sham in England; but twenty years ago, at the training college at Darlington, there were two young women who had passed extremely well in cookery, and they got very good marks. I heard afterwards that these two young women set up together and tried to do their own cooking, but they failed altogether. They couldn't cook a mutton chop.

One other great change in the period under review will now be noticed—namely, the Free Education Act passed by the Unionist Government of 1891. This provided that all grant-receiving schools should give free education, except in the special cases of the higher-grade and other schools, where a fee of 9d. was retained. In all other schools (and in the great majority of cases) every child from that time has received free education, an extra grant being made to recoup the school from the public exchequer at the rate of 3d. a week per child in average attendance.

Some very eminent persons were greatly opposed to free education. They argued thus:—Before the Act the school pence of all children of the very poor were paid by the School Boards, or at a voluntary school by the guardians of the poor. Thus there was no hardship. Moreover, it is unwise to take so great a duty and responsibility away from the parent, who, in the majority of cases, is ready, and even glad, to pay for his child's schooling; the children will tend to become rather the children of the State than of their own parent. Lastly, the additional charge on the public exchequer is enormous, greatly increasing the already burdensome taxation.

However, these arguments, although very strong in my opinion, did not greatly weigh with the public, who were caught by the aphorism: "Compulsion logically implies remission."

I must now describe how the teachers are enlisted and trained for their work. The pupil-teacher system was taken from the Dutch organization, and was, no doubt, partly based on the monitorial system which both Bell and Lancaster adopted, though in different ways. Although it has produced very many excellent teachers in the past, there is no doubt that the practice of causing a child of thirteen or fourteen to teach for five hours daily, and to study when tired out in the evenings, often from seven to twelve o'clock, was a most vicious one.

Something might be said on the other side. There is no time now to argue this vexed question, and I am glad to say that it is unnecessary to do so, for the evils of the old system are in course of being removed. A Commission (of which I was a member) was appointed in 1897 to report on the matter. We examined numbers of witnesses, and issued a report, which has since been endorsed by the Education Department.

In the first place, no young pupil-teacher (fourteen or fifteen years old) will be allowed to have sole charge of a class. This corrects the folly of setting a child to experiment on other children. In the second place, the pupil-teacher of the future will have at least three half-days per week for private study. In the third place, he will be taught at a pupil-teacher school under a staff each of whom is selected for special aptitude in some particular subject. Some very admirable teachers are

engaged for that, and for no other purpose. This corrects the folly of putting the pupil-teacher solely under one master when that master, however willing, could not teach all the subjects.

The great difficulty we have in England is to get a supply of suitable candidates, especially boys. This is caused by the small salaries and consequent competition with other more remunerative openings, though, in the long run, the average salary of a teacher in England is better than in any other employment which he might have taken up. This was proved by a great deal of evidence that was given by various experts, statistical and educational.

Having selected a candidate, he has to produce a certificate of good health and to pass a Government examination equivalent to Standard VI. or VII., including two class subjects. He is then indentured for four years (or less if of sufficient age with a correspondingly harder examination), and is examined by the Education Department each year. In case he has fallen off at the end of the time, and shows no signs of becoming an efficient teacher, the Education Department does not scruple to dismiss him.

The last or fourth-year examination is called the Queen's Scholarship Examination, and any person, whether a pupil-teacher or any other British subject over eighteen years old who passes it in the first or second class may proceed to any training college where there is room, and be boarded and taught for two years, free of expense.

I now come to the logical objective of the pupil-teacher's career, namely, the training college. All the residential training colleges but two have been established in the last fifty years. At the present day there are twenty-two colleges for women, with accommodation for 2,400; and eighteen for men, with accommodation for 1,500. They are denominational, except five, which were built by the British and Foreign Bible Society. The rest are mainly Church of England colleges; but three are Roman Catholic, two Wesleyan, and one is under the Congregational Board.

There is no "conscience clause," since a college can select its students from those qualified. Of course all its inmates in the case of the denominational college belong to the same religious body, and attend the same religious instruction and the services in the college chapel.

Most of the college buildings are very beautiful and well situated; the college at Durham on a hill overlooking the greatest Norman cathedral; that at Bangor high above the Menai Straits, which appear like a beautiful river, the banks wooded to the water's edge. At present I have in my mind the large lecture-room at the fine old building at Salisbury where King James once lived. From one window there is a view of the majestic cathedral which has the most beautiful spire in the world; from another you see the pellucid Avon winding its way through meadows carpeted with many lovely wild flowers. I could name many other favoured positions in which our students are learning their work; but I must pass on.

As Chief Inspector of Training Colleges, it has been part of my duty for twelve years to draw up a syllabus of work, and to set papers for the yearly examination. The course of training is for two years. There is some option as to the subjects taken up, but a man at the end of his second year would probably be examined in English, mathematics, Euclid, algebra, and mensuration, a language, one or two sciences, history, and geography. In English, for example, some plays of Shakespeare or Bacon's essays may perhaps be taken. Every line is read carefully, going through all the allusions, historical and otherwise, and mastering the essays thoroughly well—that is, providing the student does not learn the notes by heart from some of the well known editions of the Clarendon Press. History and geography are generally taken in the first year, and, if the student knows sufficient of these subjects, he can turn to a language or one or two sciences in the second year.

The examinations are well conducted, and are tolerably severe within the limits of the syllabus. A man placed in the first division has to pass quite as good an examination as that for a B.A. degree at a University.

A few years ago a new class of training colleges was called into existence by the Government offering to give scholarships to Queen's Scholars attending a University or a University college which would make suitable provision for their instruction in the theory and practice of teaching. The Univer-

sity colleges quickly availed themselves of this offer, and at the present time there is a Training Department attached to Oxford and Cambridge and to every University college in England and Wales, with one exception. Our students attending them are allowed to substitute the University syllabus for ours, and to take the University examinations; but in the professional subjects we exact precisely the same training as at the residential training colleges. Thus we have two kinds of training colleges—residential and day. The residential college is a great advantage in many ways. The fact of the students being together is in itself an advantage. They learn each other's ways, and a man finds his own level very often in mixing with other men and women. Besides that, there is a most admirable quality which is, I think, essential to every good educational student, which has a French name, *esprit de corps*. This is better promoted at the residential college than at the day. Another advantage is that the staff are entirely at the disposal of the students. The teachers of the residential colleges have nothing else to do but study the welfare of the students.

On the other hand, at the University and the University colleges, the students, though isolated, have the advantage of lectures from scholars who certainly are superior to the ordinary lecturers.

At the Welsh colleges, particularly Aberystwyth and Cardiff, they have had the good sense to establish a hostel for women who attend the University colleges. That was what I had in view when I recommended the establishment of these colleges. The pupil-teacher, although a most excellent youth, grew up in a groove—he saw nothing but his fellow pupil-teachers; he went to a training college and met hundreds of others who had been pupil-teachers, and had no experience of the world. In these day colleges they were able to mix with other students who differed in their knowledge of human life.

On the whole, we derive from all colleges about two thousand two hundred trained teachers yearly. Unfortunately this is not nearly sufficient, and at the last Queen's Scholarship examination some two thousand candidates who were qualified and wished to be trained could not find vacant places at any college. No building grants are now allowed, and they depend upon private donors. You might say: "Why don't the Government do it?" They tried once, but they never had such a hot time of it before: every sect in England frightfully abused the Government.

There is, however, another, although an inferior, avenue by which a Queen's Scholar may obtain a certificate. This is by serving as an assistant-teacher in a school under inspection for about two years, obtaining a good report, and passing the same examination for certificates as in training colleges. Technical or professional training is thus carried out at all the colleges, whether residential or day. Lectures on psychology and school management and model lessons are given by the master of method. A practising school is a necessary part of every college, and every student must practise in a practising school for three weeks in each year under the direction and supervision of the master of method and the master of the school, who report his progress to the inspector of the training colleges.

Criticism lessons—perhaps the most valuable part of training—are held every week, the whole staff being present and prepared to criticize. There is not time further to explain the manner in which this most useful exercise is carried out, nor the various kinds of criticism lessons which I suggested in a Parliamentary report two or three years ago, and which are now generally adopted.

Lastly, the student's teaching is tested at the annual inspection by his giving a lesson, with twenty-four hours' notice of the subjects selected from those he offers to give. I have inspected every residential and day training college, and it is my conviction that there are no educational institutions in England which do the work they profess in a better manner. It is a real pleasure to visit any one of them. The staffs are enthusiastic, and generally well fitted for their work. The students, though often badly prepared before their admission, are extremely well behaved, courteous, and very diligent.

It is singular that, although training colleges for teachers in elementary schools have been so excellently organized, training for secondary teachers has advanced very little during the period under review. The young man, fresh from high honours in Oxford or Cambridge, is pitched into a class-room at Eton or Harrow, and forthwith experiments on the boys' minds,

although the law would prevent his doing so on their bodies. I think I can prove that training is essential for all classes of teachers by three propositions:—(1) Every other civilized country in the world is entirely opposed to us. In the best French work on pedagogy the writer does not think it is necessary to argue the point—he assumes that all his readers will agree. The training college is regarded as an essential antecedent condition of organization of national education. (2) The second consideration is in the nature of the case. It is to me quite inconceivable that a young man or woman will not gain immensely by practising in schools under skilled direction, attending lectures on psychology and school management, and studying the lives and methods of eminent teachers, their successes and failures. (3) The third argument is from experience. We have trained thousands of teachers (it is universally admitted) with excellent results. Critics have sometimes said: "Oh, this applies to the elementary schools only, and not to the others." I have never heard an answer to the rejoinder "Why so?" Besides this, we *have* had some experience of training for higher schools. The Maria Grey College, the Cambridge Training College, and three others have for several years received ladies, often of the highest academical distinction, for a year's training, at the end of which they are examined in the practice and theory and history of education for a diploma by the University of Cambridge. I have acted as examiner several times, and can testify that the results are admirable. I have also traced the careers of many of these ladies, which fully bear out my conclusions.

We sometimes meet with the saying "A teacher is born." Let us examine this for a minute. There are certain qualities—for instance, justice, sympathy with children, cheerfulness, and common sense—which are of primary importance for a teacher. Suppose a person possessing these in a high degree begins to teach without any training. They are so essential as to counterbalance to a considerable extent the need of training. People say: "Here is a born teacher"; but, even in this case, such a person would certainly have been the better for a knowledge of the best methods, the order in which the child's faculties are developed, the laws of hygiene, and so on. And how much more important for the person who is not thus endowed! It is also said there are many excellent teachers who were not trained. I fully admit it. I have known hundreds myself; but these teachers would be the first to confess, as many of them have done to me, that they gained their knowledge by groping their way in experiments, more or less crude, on children. We cannot afford such experiments on those who, after a too short school life, are to become citizens of our mighty Empire, and to maintain (as we hope) its honour and dignity.

This last remark leads me sorrowfully to report the great blot upon our educational system in England: this is the far too early age at which our children leave school—are *schul-frei*, as the Germans say. A child can attend half-time only at the age of eleven if employed in a factory. He can claim a labour certificate on passing the fourth standard, and in any case he is quit of school at the age of fourteen. The percentage of children found in school who are upwards of twelve years old is very small. I have not the exact percentage—in fact, the whole of this address is from memory only, for I have no book or paper to consult. And so we find that, when the best of these (namely, children who spontaneously desire to continue their education) come to evening schools two or three years later, they generally have forgotten nearly all they had learnt. This is a lamentable fact, and the Education Department would be only too glad to increase the short school life were they able to do so. The great difficulty is that the parents are generally opposed to any extension, because they require the wages which a child of twelve or thirteen can pick up. Let us not blame the parents—it is but human nature, and no doubt they often feel the pinch of poverty; but, so long as this strong objection exists on their part, the Legislature will have the greatest difficulty in altering the law. Since I arrived at Melbourne I saw a notice in a newspaper that the Lancashire operatives have recently, by a vote of fourteen to one, opposed any extension of school age. Those, however, who have studied the history of the Factory Acts, and are aware of the violent opposition to their introduction all over the country—those who remember that, early in this century, women and children of seven years of age were sent down coal-mines—may hope that, when the hour comes and the man—a philanthropist

like Lord Brougham or Lord Shaftesbury—the conscience of the nation will be awakened.

I have now briefly traced the progress of public education from troublous times to the present day, and there is not time to fill in many interesting details—side-lights which might relieve the "dry light" (as Bacon calls it) of chronicle. I will conclude by saying that I have been intimately acquainted with hundreds, even thousands, of English teachers, and have long learned to admire their conscientious, efficient, and zealous work. I do not doubt that, if I knew the teachers of Victoria, I should have similar experience, and I now bid them an affectionate farewell.

THE SCHOOLMASTER ON MUSIC.

By C. F. ABDY WILLIAMS.

"MUSIC does not help the world to go round, and, if all music were abolished, the world would not be one whit the worse for it. Man has no necessity whatever for music; it is merely a light amusement and recreation; it has no effect whatever, on the more important things, such as religion and politics." These astonishing remarks were made by a very earnest and excellent schoolmaster *à propos* of the choice of profession for a clever boy, who numbered music amongst other talents.

It is difficult to realize the condition of mind of a person of culture and refinement who could yet be so blind to the forces at work in the world as seriously to utter and vigorously maintain this theory; and it would not be worth a moment's consideration were there not reason to believe that similar views are held by many public-school masters, in whose hands is placed the guidance of youth. No doubt much of the music of society and the vulgar music of the "halls" are merely light amusements and recreations; but even they fill an important and useful place, which could probably not be adequately taken by anything else.

But of light amusements we do not propose to speak here; they can be left to take care of themselves. What is of importance is to try and point out to those who are responsible for the training of youth that the wide world is not bounded by the limitations of the examination room and the cricket field, and that there are forces at work of which many schoolmasters seem to have no conception. "The most brilliant deeds of soldiers," says Plutarch, "can only result in saving from momentary danger an army, or a town, or, indeed, a nation, and they have never made the army, or town, or nation any better; whereas intellectual pursuits are a source of enjoyment and wisdom, not only to individuals, or a single town or nation, but to the whole human race."*

Far be it from us musicians, however, to exalt music at the expense of art generally. We fully recognize that it is only one branch of that thing called art, which is so intimate a part of man's whole being, and which, more than anything else, distinguishes him from the lower animals.

The most cursory study of history in its widest sense (not the history of the quarrels of kings) will reveal the fact that there is no period or nation in which art has not played a very important part in the internal affairs of the people. Naturally the first efforts of man are directed to providing food, clothing, shelter, and protection against enemies. Directly he is reasonably certain of these four necessities, he applies his mind to art, literature, or science. Art comes first, since it is intimately connected with religion. The religions which have been able to exist without some form of art are few, and confined to very few members of a community. It seems almost ludicrous to have to point out this fact to educated persons; yet we must mention one or two historical instances bearing on the subject. The crude pictures in the catacombs, the elaborate music of the early church, the importance attached to the training of church singers in all ages, the magnificent cathedrals, the enormous collections of religious paintings now in the museums throughout Europe, but formerly in churches, the thousands of collections of the poems called hymns, all show how intimately art is associated with religion.

The well known description of the effect produced by the psalms and hymns of the church at Milan on St. Augustine

"De Musica," chapter i.

soon after his conversion hardly needs reference. "The voices flowed in at my ears, truth was distilled in my heart, and the affection of piety overflowed in sweet tears of joy." In A.D. 380 "it was ordered that hymns and psalms should be sung at Milan after the manner of the Eastern Church, that the people might not languish and pine away with tedious sorrow."

In early days music was sung in street processions as a means of obtaining converts. The same means have been repeated at various times and places, and we have an example in the processions of the Salvation Army of the present day.

It must not be forgotten, moreover, that the whole of that magnificent system of harmony which distinguishes Western from Eastern music took its rise from the efforts of ancient monks to combine sounds, not for "pleasant recreation," but to produce solemn and dignified tones for the Church. We find that Luther looked upon the chorale as one of the most important factors in promulgating the Reformation among the people. "Nothing," says a Spanish monk, "has injured the Catholic faith and furthered Luther's objects so much as his hymn-books."

In England, among the first projects of the reformers was the adaptation of the music of the Roman Church to English words, and the invention of the "anthem" by Christopher Tye. The "Passion Music" of the Lutheran Church was introduced to teach the people the story of the Passion of our Lord, for it was found that they could take it to heart better from hearing it sung than merely read.

The oratorio took its rise from the efforts of St. Philip Neri, in the sixteenth century, to attract the youth of Rome to his church by means of the sacred madrigals and motets composed for this purpose by Animuccia. Perhaps the highest effort of oratorio was reached in Handel's "Messiah," and, on being complimented on the "entertainment" he had provided for the audience, the composer is reported to have said: "I am sorry if I have only succeeded in entertaining them; I hoped to have made them better."

In England, the cathedrals provide the highest standard of liturgical music. The parish churches, on the other hand, seek to engage the congregations themselves, as well as the trained choirs, in the performance of music. Every parish church—however small, however poor—every Nonconformist chapel, makes music of some kind an integral part of its services. The music may be good, or so bad as to shock sensitive ears; but it is never entirely absent. Why is this? Why cannot man worship his Creator without the adjunct of what our friend considers "merely a light amusement and recreation"? Because art of some kind, good, bad, or indifferent, is an inherent part of every man's nature; and music happens to be the art which appeals to the greatest number. The Scotch Church, and certain sections of the English Church, abolished pictorial and architectural art; but they could not entirely abolish music—art of some sort must be present if religion is to appeal to the masses.

Let us now turn to other aspects of the influence of art. What can stir the blood of patriotism more than the pictures of famous battles at Greenwich Hospital? Every one knows the effect of Dibdin's sea-songs in attracting sailors to the Navy at a time when they were urgently needed; of the "Marseillaise" on French soldiers; of Henry Purcell's "Lilliburero," which, according to Dr. Percy, "contributed not a little towards the great Revolution of 1688." Then, again, we have the case of the piper at Dargai continuing to encourage his men after his legs were broken; the influence of the regimental band in producing good marching and keeping up the spirits of soldiers.

In the days before steam, rhythm was found of great value to sailors in matters requiring all their strength, such as heaving the anchor, hoisting a topsail yard, &c. Most ships carried a fiddler for this purpose, and I have seen a topsail halyard broken more than once by the energy produced by singing a "shanty" (*chantez?*); whereas, on the "shanty" being countermanded by the captain, the halyard remained whole during the rest of the voyage, for the men had no longer the strength to break it.

In times of civil and religious peace men turn their minds to the cultivation of the higher forms of art, with enormous influence for good on their fellows—an influence which is none the less potent that its direct effects are not immediately seen. All nations have recognized this influence. To take a few examples. In Germany the principal theatres are bound to

produce classical dramatic works on certain days at half prices, in order that the populace may derive benefit from them. In France there is naturally a State-aided Opera-house and Salon. In England we have our National Gallery, our State-aided Burlington House, and two schools of music partly aided by the Government. These things would seem to show that Governments, at any rate, recognize the power for good exercised by art on the nation. Games, sport, and other out-door exercises are necessary for the body; but art, science, and literature are equally necessary for the mind. The London County Council has for some years provided music in the parks and elsewhere at the public expense, and will, in all probability, give a site for a national opera-house, because it recognizes that good music is of benefit to the manners and morals of the people.

The artist, musician, architect, dramatist, poet, all fill very important places in the world's economy, and are absolutely indispensable. "Man cannot live by bread alone," and, most assuredly, art is one of the greatest gifts of God. To say that a boy who chooses music as his life-work, when he might have distinguished himself in some other career, is wasting his life in an unprofitable manner shows a very narrow appreciation of things. Whether such a boy would not make a larger and more assured income in some other profession is another question; and, if he considers his own comfort, he will probably not choose music. But, assuming that he has gifts above the average, he is far more likely to be of service to his fellow-men and his country by devoting himself to music than by entering a profession that can equally well be carried on by a capable person without artistic tendencies. Artistic productivity is the gift of very few, and should be used for the benefit of the nation; the power of doing office work or military service is far more widely spread, and should be left to those who have not the rare gift of artistic powers.

CORRESPONDENCE.

ST. GABRIEL'S TRAINING COLLEGE.

To the Editor of The Journal of Education.

SIR,—I shall be grateful to you if you will give me the opportunity to make it known to your readers that St. Gabriel's Training College for Women Teachers in Elementary Schools begins its work in September with thirty-two students, the utmost number that can be accommodated in its temporary home. But, as our new buildings, with their much larger accommodation, are to be ready for occupation next year, we are prepared to elect some forty resident students and an equal number of day students for admission to the college in September, 1900.

Candidates who wish to sit for admission to St. Gabriel's at the Queen's Scholarship Examination this December must send in their applications before October 1. Those who have qualified, or intend to qualify, for admission by passing one of the University examinations now accepted by the Education Department in lieu of the Queen's Scholarship Examination may apply for admission at any time up to March 25, 1900. But it would be more convenient to us and safer for them that they should communicate with us in good time as to their intention.

The college prospectus and all necessary forms can be obtained from the Secretary, C. O. Merritt Fox, Esq., 37 St. George's Square, London, S.W.—I am, Yours faithfully,

M. E. BISHOP,
Principal of St. Gabriel's College.

St. Gabriel's College, 154 Denmark Hill, S.E.,
August, 1899.

OBITUARY.

THE Rev. Frank Bridgman Walters, son of the Rev. John Walters, Rector of Buckland Monachorum, Devonshire, was born in 1851. He was educated at Uppingham, where he won an open classical scholarship and came under the personal influence of Mr. Thring, to whom as a teacher he always acknowledged his indebtedness. Subsequently he won an open mathematical scholarship at St. John's College, Cambridge, and, although from that time he devoted himself to mathematics, he retained to the end a thorough appreciation of the classics, and within the last few years was most successful with high classical work. In 1877 he was placed eighth among the Wranglers, and in the same year was elected to a fellowship at Queens', to which college he had migrated.

After leaving Cambridge he was appointed assistant-master at Clifton

College, and remained there for four years under Dr. Percival, and subsequently under Dr. Wilson. While at Clifton he formed a life-long friendship with the Rev. T. E. Brown. In 1881 he was appointed house-master and senior mathematical master at Dover College. At both these schools he was regarded as a most capable form-master and organizer, and during the five years he stayed at Dover he was responsible for the institution of a workshop and the efficient working of the same. In 1885 he was ordained deacon, and in the following year priest, by the Bishop of Ely.

In the summer of 1886 he was appointed Principal of King William's College, Castletown, Isle of Man, which post he held till his death. All his energies were devoted to the welfare of the school, and the material improvements he has introduced are not more remarkable than the *esprit de corps* that he has succeeded in creating. Amongst the improvements he has introduced may be mentioned the building of a swimming bath, a steam laundry, five courts, the introduction of carpenters' and engineering shops, the decorating of the chapel, and the building of a new organ. The college itself, under his hands, assumed an entirely different appearance, the roof being considerably raised, and the system of large open dormitories being substituted for the small bedrooms which existed before. He encouraged the work of the modern side by building chemical and physical laboratories, and it was his desire, at the earliest possible opportunity, to still further improve upon these. During the last few years the playing fields have been extended and relevelled, and it was his desire that the work which he had done should be completed by the erection of a pavilion worthy of the school.

To his organization and personal efforts are due the many successes which the school has achieved during the past years in University, Army, and other examinations, and it is noteworthy that his last year at the school should have been marked by the longest and best list of honours. His ability was not confined only to the affairs of the college. He collaborated with Mr. A. Cockshott in editing a work on geometrical conics, and was the author of the proposal to compile a public-school hymn book—a proposal which was adopted by the Headmasters' Conference of last year, when a committee was appointed, of which he was a member.

He took a deep interest in all educational matters, and was appointed by the insular Government to serve on the Commission to inquire into the educational endowments of the island.

In the inner management of the school, his personality was most

clearly seen. He never tired of impressing upon boys their corporate responsibility. Having introduced the hostel system, he fostered the idea that the houses into which the hostel was divided were collectively responsible for the tone and character of the individual. This principle, it may with truth be said, he has thoroughly grafted upon the school, and all those who have come under his influence will never forget the earnest words with which, in the schoolroom and in the pulpit, he constantly laid stress on this as the most powerful factor in the well-being of the school. He was devoted to the school services in the chapel, and spared no pains to make them attractive to the boys by fostering congregational singing. Perhaps no feature in the school life struck the stranger so much as the brightness and heartiness of the school service. In the pulpit he was always practical, and many an old boy has spoken of the help he received from the Principal's sermons.

Those who were brought into close contact with him will never forget his sympathetic character, his kindness in any time of trouble, and advice in any difficulty. The senior boys always looked upon him as a friend, and every old boy who went to see him in that hour which he so unselfishly devoted to them, when so unwell, on the last day of term will always remember the few words he was able to speak to each.

Boys, masters, and servants alike feel that in him they have lost one who was devoted to their interests and to the interests of the school.

TOO LATE.

IT was a picture before which he frequently lingered. It carried him back to days of importance, before his superannuation. When in 1870 the well disposed owners suggested retirement, with a pension of forty shillings a week, a vision of infinite achievement opened before him. The day dreams of forty years should all be realized. Instead of a narrow margin, the ample page of life spread blank with leisure. Two pounds a week and the products of a long frugality! The delight of deliberate travel should be his. Sacred places must be visited. He would haunt the placid vales of Westmoreland, discerning

(Continued on page 558.)

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MEASUREMENT AND SIMPLE SURVEYING.

AN EXPERIMENT IN THE TEACHING OF ELEMENTARY GEOMETRY.

By BENCHARA BRANFORD.

(Continued from page 506.)

FIRST LESSON — continued.

1. Lines.

BEFORE completing the first lesson, we developed to a greater clearness the idea of a line. Asked to draw a "line" on the blackboard, a child made this figure—

I draw a very thick line with the chalk—

Some discussion between the children at once arises as to whether this is one line or two lines. We finally agreed that it might be *meant* for one line but really contained two lines (top and bottom); in fact that it was really a small surface, and that we could not draw *one* line on the board with the chalk without drawing *two*.

TEACHER: "Which line, or boundary, shall we take if we wish to measure accurately the size of this triangle?" Here I chalked out a triangle on the board, with very *thick* sides

(see fig.). At this point a child came up to the board, took the chalk and completely *filled up* the space inside the triangle, thus, exclaiming triumphantly: "Now we've drawn *one* line

[meaning the exterior boundary] without drawing *two*!" I was decidedly pleased, of course, with this smart criticism; but, before I could say a word in reply, another child (evidently anxious to save the teacher's reputation—children appear to be very tender on this score if one is sympathetic with them—partly, too, doubtless, eager to criticize the critic) interposed the remark: "But you [referring to the other child] had to make two lines *at the start*!" This settled the question to their satisfaction; and, after a little more discussion, the following statement was placed upon the board:—"In drawing the boundary of a figure, the bounding 'line' is to be made thick enough to be seen, but not so thick as to take up space we can measure."

2. Straight Lines.

"How shall we describe the difference between a straight line and a curved line?"

Various answers, e.g.: "A straight line always has the same direction and does not change." "A straight line is the shortest distance." A question or two caused the addition to the last statement of the words "between two places."

The relative vagueness of the word *place* gives a capital opportunity of developing a more precise idea of the meaning of *point*, and of showing how convenient an idea and word it is for purposes of measurement and accurate description. The lesson was finished by putting a little problem:—"How many lines can be drawn through two *points* (placed on the blackboard)? How many of these are *straight*?"

This lesson occupied half-an-hour.

Second Lesson. (Briefer Notes.)

Henceforth, except where a specially interesting conversation took place, for brevity I simply state the lines along which we developed the subject. With rare exceptions, a *little appropriate stimulation* *educed the answer to, or solution of, the difficulty entirely from the children themselves.* I may remark here that, when (after two or three lessons) we began some simple surveying, some of the children, entirely of their own accord, so interested their fathers in the matter that (as I heard subsequently) the measurements made at school were afterwards repeated by parent and child at home. The great interest taken by the children in this method of developing geometry was, in fact, very remarkable throughout: equally so were the originality and sharpness of the replies received.

3. To each Teacher his own Way.

In attempting to help others by an account of his own failures and successes, one runs the risk of assuming an appearance of authority and even dogmatism. Especially is this likely to be the case where brevity is essential. If I am unlucky enough at times to appear in this objectionable guise, in these little papers, I sincerely assure the reader it is *merely* appearance.

I have myself fallen into too many pitfalls in the path of the teacher to feel at all inclined to dogmatize; yet, as I believe that (with much effort!) I have climbed out again, I may hope to warn others of their existence, and, if some still struggle in the pits, I may perchance help these to get out.

No attempt is made to manufacture an infallible specific for perfecting mathematical education: the aim is much humbler. I hope that this account will lead others to test the value of my suggestions. I should like, too, to see others relating their experience. With a large amount of evidence thus collected from teachers of all ages and kinds of experience, there would be reasonable hope of deducing therefrom a body of principles, bearing upon the teaching of mathematics, which might really merit the title of *educational science*.

At present, however able and successful a teacher may be, it generally, alas! happens that his wisdom all dies with him; and, except for a comparatively small number of scholars whom he has educated, the fruits of his experience have no direct influence upon other teachers. And yet incalculable almost is the amount of experience that might be focussed on the testing of any stated methods and vaunted principles, to burn up their dross and refine their truth. Once we are agreed upon fundamental principles, then the detailed application of them is simply a question of the individuality of the particular teacher; freedom to the teacher thoroughly grounded in these principles to apply them according to his own particular experience—this surely is an ideal of education. But, alas! this cannot be while Euclid

rules the roost and the winning of scholarships holds the day. It is, therefore, very far from my opinion that the exact line of development herein to be set forth is always advisable in the treatment of geometry. It is simply offered as suggestive. In time I fervently hope that every teacher will *construct his own syllabus*. With this he will educate most efficiently; it will be the loved issue of his own labour. The better the teacher, the more degrading becomes a syllabus imposed from without. Should my present account carry even a little sympathy, which brings consolation and courage, some little faith to inspire new efforts, some candid questioning of traditional ways—then its purpose will be half-fulfilled. Moreover, it frequently happens that the necessity is felt for a change in traditional methods of teaching, and the desire for such change exists more or less strongly in many minds, which only requires to be given definite and public expression to become, at length, really operative in the practical world of education. This I believe to be eminently the case at present. To help towards such a consummation is my hope.

The general monotony and frequent sterility of our educational methods point to deep-lying errors. I have striven to indicate clearly some, at least, of these; though I do not, of course, pretend to have discovered all—perhaps not even the most fundamental. To originality, in the sense of the discovery of absolutely novel educational truths, I lay no claim whatsoever. Yet I can justly claim that those principles I have enforced as in special danger of being neglected, I have, at least, re-created as truths for myself by long and strenuous reflection on my own teaching experience. They are, therefore, no mere fantasies of a pure theorist, but the resultant of action and thought. I would modify the famous saying of Cousin, and urge that "Criticism is the life of education."

4. Point and Straight Line: Position.

"A *straight* line is the shortest distance between two *places*," says a child. TEACHER: "How far is it from *here* [the school] to the church over *there*?" To be as accurate as we can, we find (1) it is necessary to state from what *part* of the school and to what *part* of the church we are to measure; (2) that it would be convenient to place a mark, say a chalk mark, on these two agreed-upon "parts"; (3) that this mark must be made so small that it occupies no measurable space, and yet is big enough to be seen. Agreed then:—

"A point is really a small surface which is large enough to be seen but not large enough to be measured; a point is necessary as a mark of position, for it tells *where* to measure from."

It was also clearly seen that, though both actual lines and points occupy space, we attend only, in measurement, to the lengths of lines, neglecting the breadths; while with points we neglect both length and breadth, and merely use them as marks of position.

I note here that, *previously* to this clearing up of ideas on the conventional meanings of *point* and *line*, to the question: "How many straight lines can be passed through two points?" was replied: "Any number, if you make the points *big enough*!"—e.g.*



The convenience of taking the more restricted meanings of "point" and "line" above indicated was subsequently seen; this view, of course, led to the statement:—"It is convenient to use the terms "straight line" and "point" in such a way that (1) only one straight line can be got to pass through two given points, and (2) only one point is common to two given straight lines."

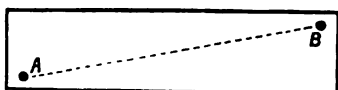
5. The Drawing of Straight Lines—Units—Sighting.

Two points marked on blackboard. Problem: "Join them by a straight line." Solution: Stretch a piece of string *tightly* between the two points. All agreed that the string must be tight, in order to get the *shortest* distance. Finally, with chalk, the child marks out the line indicated by the string.

Harder Problem: "Two pins are stuck into a long desk, one

* Such answers throw considerable light on the nature of the process by which children evolve the riper conception from the cruder perception.

at each end (at the extremities of a diagonal, so that no natural line in the wood can be made use of), *e.g.*



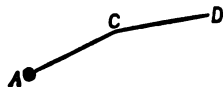
Required the magnitude of the distance between them." (Materials allowed: foot-rule, divided into inches and fractions of an inch, and string).

In simple problems like this the teacher will find that he has merely to look on and say nothing.

Solution: One child holds an end of the string at the pin *A*, while another walks to *B*, and stretches the string tightly between the two pins. The length used is then measured by foot-rule as accurately as possible. Result: 14 ft. 6¾ ins.

Next Problem: "If I want to measure the distance between here and the church, and have not a piece of string long enough, what am I to do?"

A similar problem is constructed for solution in the school-room itself, thus:—"Measure the distance between the two pins *A* and *B* in the desk; but no piece of string longer than a yard is to be used." Here, for the first time, the children saw a serious difficulty. "In what direction shall we start?" asked some. Others started off measuring from *A* by guess-work, but the brighter members criticized at once, saying: "But you're going the wrong way; that is not a straight line!" (meaning the path *ACD*...)

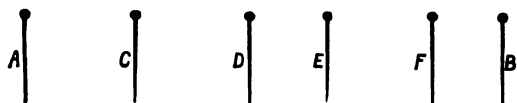


TEACHER: "How do you know that *AC* is not a straight line that will pass through *B*?"

"We can see that it is not."

TEACHER: "Then it is evidently better for one of you to measure, and one to 'see' that the measuring is straight for *B*."

Teacher suggests sticking in a pin to mark the end of every measurement, instead of holding the finger there. The children now grasped the practical solution of such problems. Thus



one child stands at the pin *A*, another at the pin *B*, each looking along the line joining the pin-heads of *AB* (the cheap steel pins with white-beaded heads are very convenient for this purpose). A third child then takes a number of pins and sticks them successively into the desk at conveniently short intervals, according to the directions given by the other two, as at *C*, *D*, *E*, ..., so that the pin-heads all appear to be in one straight line. This, of course, is simply what is known as "sighting" in surveying. Every child, be it observed, was decidedly anxious to take a "sight." In a large class several distances might be measured simultaneously, and the observing instincts of all be thus satisfied. They by no means all agreed as to the precise spot in which a pin should be placed, so that I had frequently to adjudicate between rival claims. The love of accuracy obviously varied much amongst them.

Here let me draw attention to the importance of instilling a few simple ideas on the nature of measurement (*i.e.*, measurement of external magnitude, or what is known as *empirical* measurement). That such measurements are always *approximate* (an equivalent phrase for the child is "not perfectly true or exact"); that different persons generally get slightly different results; that the *more patience and care given, the more accurate or truthful is the measurement*—these truths can be easily and forcibly brought home to children by observation of their own attempts. During subsequent kinds of measurement, where we had two methods of taking the same measurement, the results happened to differ. I said: "Which are we to take as the more correct?" Two children at once said: "Add them together and halve it." Let it be noted that these children were beginning their geometrical studies at least a year before

the customary age. This episode (though not really much more remarkable than many bright replies I received) I purposely narrate as affording a piece of evidence distinctly encouraging to those of us who have faith in the power and originality of children when suitably guided and stimulated, and yet—when repeatedly thrown on their own resources! Here we have a case of children spontaneously hitting on the idea of an *average* in measurement—a simple enough idea, of course, but one which (if given at all) is usually thrust upon the child in a *milieu* (the orthodox arithmetic book, in which a "measurement" itself becomes as symbolical in character as the figures that symbolize it!) so artificial and abstract that he has little interest in the idea and still less appreciation of its value.

Let me here confess that, in the more youthful and sceptical times of my teaching life, such bright replies as these generally led me to make careful inquiries as to the antecedents (educationally) of the particular individuals who gave them—to discover if the solution was really original or simply the outcome of imitation. Further experience pretty conclusively showed me the uselessness of this procedure, and continually helped to replace my scepticism by faith; *now* I receive with unquestioning gratitude these little gifts the gods send: may I venture to recommend this attitude to others?

Let me return to my class. By this method of "sighting," the children succeeded in tracing a straight line between *A* and *B*. This they then easily measured by repeated use of the yard of string. Here turns up a little problem in *arithmetic*: "A string, one yard in length, goes four times into a certain distance *AB*, and the rest measures 2 ft. 8 in. Find the whole distance *AB*."

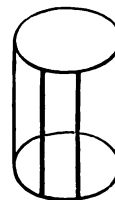
Result: $3 \text{ ft.} \times 4 + 2 \text{ ft. } 8 \text{ in.} = 14 \text{ ft. } 8 \text{ in.}$ Thus may arithmetic and geometry mutually aid and develop each other. The day, I hope, is not far off when arithmetic will cease to be regarded as an isolated "subject" of instruction, and will take its proper place as the handmaiden of geometrical and physical sciences.

6. Flat Surfaces, again.

"A flat or plane surface," said the children, "is one on which straight lines can be drawn."

I take a cylinder (such as those used in kindergartens) and ask if any one can draw a straight line on the surface of that.

"Yes." One little pupil easily succeeds in chalking a straight



line from top to bottom, with the help of string stretched tight.

TEACHER: "Then a cylinder is *also* a surface on which straight lines can be drawn? Now point out some other surfaces in the room on which we can draw straight lines—but they are *not* to be flat."

Lead-pencil, penholders, curved front edge of mantelpiece, cones, &c.—all these were indicated. To all such surfaces as a straight-edge or ruler could be fitted, we agreed to give the name of *ruled* surfaces.

"How then shall we distinguish between a 'ruled' surface which is also *flat* (or plane) and a 'ruled' surface which is *not* flat?"

CHILD: "You can draw straight lines *all over* a flat surface, but only in *some* directions on a cylinder."

Between us (as usual) we therefore manufactured these statements:—Flat surfaces: test of flatness:—"A flat or plane surface is a particular and very common kind of *ruled* surface and is such that straight lines can be drawn on it in all directions through every point on it we like to take."

Or we may put the matter thus:—"Through every two points we like to take on a flat surface a straight line can be drawn lying wholly on the surface."

In contrast with plane surfaces are "other 'ruled' surfaces (*e.g.* cylinders and cones) through every point on which straight lines can also be drawn so as to lie wholly on the surface but

only in *certain directions*; in other directions these ruled surfaces are *curved*." But a plane is not curved in any direction.

Our classification of surfaces now stood thus:—

Surfaces.—I. Ruled* *Surfaces*: (i.) flat or plane; (ii.) partly curved (*e.g.*, cylinders, cones, &c.) II. Not ruled, or, wholly curved surfaces, (*e.g.*, balls, &c.).

[N.B.—An interesting and elementary discussion, relevant to this classification, is suggested by the form of the *human face*, *e.g.*, the bridge of the nose in one child may be a "ruled" surface, in another a "curved" surface. Any attempt to still further describe differences of form apparent in objects, from the point of view here adopted, would soon lead to the introduction of *ideas* corresponding to synclastic surfaces (*e.g.*, cheek of face, ball, &c.) and anticlastic surfaces or cols, (*e.g.*, *nez retroussés*, flesh between finger and thumb, &c.): experiment only can decide whether these distinctions are too complex for young children to grasp. In the present instance I stopped short of this.]

7. How can we Measure the Breadth of a River?

This last lesson, also, occupied about thirty minutes. I left them with the following problem to think about, if it interested them:—"I stand beside a tree on one side of a river which there is no means of crossing. On the opposite bank stands a tree. How am I to find out the distance between these two trees?"

At the beginning of next lesson the children made several ingenious suggestions—some decidedly naive, which I was assured were their own: I quite believed them!—to get over the difficulty involved in this last problem. I mention one only: Tie a little stone to one end of a long piece of string, and throw it across the river: pull it back and measure the length of the string used. To this it was successfully objected by others that the river might be too broad. Other methods offered were equally futile. So they gave it up. As might be expected, none had hit upon the idea of using *angles* for the purpose. I forthwith tried to make them understand the usual method of solving this difficulty, but soon discovered that their previous very slight training in kindergarten descriptive methods had not developed the idea of an angle to a degree that enabled them to use it for *measurement*. Hence a lesson was devoted to this necessary preliminary education. Incidentally, it will be noted, this procedure led insensibly onwards to the discovery (with which all were delighted) that the three angles of a triangle always amounted together to two right angles. But I anticipate; of this more in the sequel.

8. Angle: a Difficult Concept, essentially Quantitative.

I note here that the promise of showing the way to measure the distance between our two trees, and to apply it, *when they understood the ideas it involved*, to two actual trees in the *play-ground*, proved a stimulant to curiosity and inventiveness of much power. The children felt they were working with a definite aim: can a finer stimulant be found than this? Why do adults have the monopoly of it? On examination, I found that their ideas about angles were vague in the extreme. It is indeed—this idea of an angle—a conception decidedly difficult (as most mathematical teachers soon discover) to form with any moderate measure of clearness. Though two or three of these children very rapidly attained an excellent conception of its meaning, with the rest I had distinctly felt difficulty. After some futile attempts with the duller wits—the futility was shown by their inability, still, to use the idea in measurement—I came to the conclusion that the speediest method for bringing the development of their first crude idea to more clear and definite shape is simply to practise them in the making and measuring of various kinds of angles. Special care it would appear, is desirable in the treatment of this concept, and plenty of practical measurements. Slowly the idea gains clearness: it is seen to be an essentially *quantitative* concept.

9. Measure the Mind and Match its Complexion—by Observing the Child's own Efforts.

Here, especially, do I believe that my criticisms against what I hold to be the abuse of definitions have sound warrant. Definitions of an angle, presented ready-made, whether learned

by rote or not, can much less fit the mind of the child than can ready-made clothes fit his body. "Yet a nice object a child would look if he made his clothes himself," perhaps some may be inclined to retort. Now, although it is quite possible that the attempt to make his own clothes might form an educational discipline excellent for the child, I do not venture to press further the analogy—at best, but slender—but merely ask: "To clothe a child suitably, we *measure his body and match his complexion: shall we do less for his mind?*"

And what is the tape for the measure of his mind or the means of judging its complexion? Is there any other than simply observing the deliberate attempts of that mind itself, in response to our queries, to use more correctly, and frame with clearer meaning, the words it already uses with uncertainty and vagueness? Or is it that children's bodies and complexions differ so decidedly, while their minds are practically similar? How long shall we regard every child as an average mental effigy on which to hang ill-fitting, ready-made educational clothes? Is Harry—stout, broad, breezy, coarse, blue-eyed, robust—of *mental* constitution so similar to that of Fred—small, thin, nervous, large-eyed, and delicate—that the same mental training will fit both, though each would look a scarecrow in the other's clothes? "But," it is said, "we must have fixed methods for all, adapted from the needs of the *average* boy." Who or what this *average* boy is I have never succeeded in discovering!

Here I abruptly leave the difficulty to the thoughts and experience of my readers. A day, I hope, will some time arrive when we cease to be forced to sacrifice either the extremes to the means, or the means to the extremes. The above remarks were made *à propos* of the general custom of supplying children with ready-made definitions and proofs in mathematical education.

10. For Beginners great Precision in Definitions and Proofs is Injurious Pedantry.

Some further explanation seems desirable to obviate misunderstanding of my position. I am well aware that the phrase the children gave me, "A straight line is the *shortest* distance between two points," is pleonastic. From a critical standpoint, one would, of course, omit the word "shortest";* but to do so, without assigning sufficient reason, were clearly dogmatism: now in this case the reason is far beyond the capacity of beginners. Here, then, is an excellent instance where precision is mere pedantry. I would ask teachers to recall the endless disputes and arguments that have ever taken place among the editors themselves of Euclid—many of them not settled yet!—and then put to themselves this question: "Am I, too, to be a pedant in precision—and with children?"

Another example that forcibly illustrates my meaning is afforded by the "amended" definition of a *square* which the children, under stimulus of criticism, manufactured: to wit, they were induced to add the descriptive word "flat" to their previous definition, which ran thus: "A square is a figure with four equal sides and four right angles." Now, as a matter of fact, this, their first definition, just gives a minimum number of properties sufficient to distinguish the class of figures called "square" from all other classes! For a figure with just these properties can be *proved* to be a *flat* (or plane) figure.† But the children did not know this; moreover, to establish its truth is quite beyond the capacity of beginners. Consequently, as the satisfactoriness of this statement, regarded as a logical definition, was clearly a simple fluke, it appeared to me to be advisable to offer criticism, and get the children to see that, *from their point of view*, it needed a slight improvement. They therefore agreed to the amendment: "A square is a *flat* figure," &c.; yet the addition of this word certainly caused the definition to be *redundant*, from the highest critical standpoint. From that point of view the definition had deteriorated; from the children's standpoint the addition was a distinct improvement!

* It is curious to find the authors of many of the ordinary text-books, which aim at perfect precision from the very beginning, using this very same pleonastic phrase—I hasten to add, when they are off their guard, dismounted for a moment from their *high Euclidian stilts*.

† I once received in an examination the definition: "A square is a plane figure with all its sides equal and all its angles right angles." After which followed a perfectly correct *proof* (depending of course on I. 32) that the number of sides must be *four*. It appeared, too, on inquiry, that this quaint definition originated from the fancy of the lad himself!

* Incidentally note that the idea of a ruled surface is usually introduced only during an honours course in mathematics, at our Universities! I have more to say on the importance of such ideas, hereafter.

11. *Vagueness and Looseness in the use of Technical Terms is an equally Injurious Extreme.*

I do not think that, at present, there is any danger of geometrical education running to the other extreme—vagueness and looseness in the use of terms. This would be almost as unfortunate as the present pedantic precision. I cannot, I trust, be justly charged with advocating such an extreme swing of the pendulum as that! Let us simply remember that continual use reacts on the significance of words, and that a stimulating treatment of geometrical matter that is constantly testing correctness of hand in measurement, and demanding the clearing up of confusion in thought by appeal to the mind's own resources, will ultimately and unconsciously lead to a mastery of meaning.

Although at no one stage of the development may the *full* meaning of a term be grasped, this does not imply even the temporary tolerance of looseness and vagueness of meaning; for, relatively to the extent of the child's knowledge at each particular stage of education, his use of every technical term may be clear and precise. Yet he will know much more about that term in due time, *afterwards*, and find generally that his first conception was crude, though sufficing for his needs at the time.

The following observation, made by myself and recorded at the time (of course, without the child's knowledge), is interesting in this connexion. It shows that precision and clearness are not foreign to quite young children. The child was a little girl a few months over six years old—still untaught to read or write; in fact, still unschooled. The child's father is lying in a huge hammock, so large that a considerable portion of it, *at top and bottom*, is unoccupied.

CHILD: "There's a lot of hammock left for you yet, Daddy."

FATHER: Yes; but I'm not *big* enough to fill *all* the hammock."

CHILD: "You mean you're not *long* enough, Daddy." (With much stress on the "long.")

Note the *geometrical* ideas herein involved.

(*To be continued.*)

CLAUSE 3 OF THE BOARD OF EDUCATION ACT AND THE COUNTY COUNCILS.

By H. MACAN.

DURING the time when Prof. Jebb's Joint Committee held sway at the College of Preceptors there was no subject which gave rise to more frequent controversy than the effect likely to be produced upon the uncreated Local Authorities if it seemed good to the Government to proceed first with a purely Central Authority Bill. I confess that I, with other members on the administrative side of that Committee, looked with suspicion upon the prospect of such a step. Let me frankly admit that the Government Bill has so entirely removed my suspicions that I propose now to show that it may actually be made of the greatest use to County Councils in the furtherance of their present policy and in the consolidation of their position. A little history will clear the way.

When the Bill emerged from the House of Lords, mutilated in Clause 3 by the efforts of Earl Spencer, a shout of triumph went up from the School Boards. The *Westminster Gazette*, with singular folly, gave away the game in a leaderette, which showed that Earl Spencer's arguments about the College of Preceptors, the Diocesan Associations, &c., were merely a blind for an attack upon the County Council Committees (which were not even mentioned in the House of Lords), and that his amendment was a vote of censure on Clause VII., the Department of Science and Art, and all its (recent) works. How obliged the School Boards must now be to Mr. A. J. Mundella for this paragraph! When the Bill went to the House of Commons a few active spirits (*quorum pars*) took up this barefaced challenge. The County Councils' Association throughout stood passively aside, passed no resolution, and issued no whip. My colleagues, however, in the majority of other counties loyally backed our endeavours. We carried with us the educational world, with one notable exception. The Joint Scholarship Board was the first to petition the Government. The City and Guilds Institute, the College of Preceptors, the Poly-

technic Council, the Association of Technical Institutes (of which, by bitter irony, Lord Spencer is Chairman) joined in the protest. The Chamber of Commerce (which includes Sir A. Rollit, Mr. Arnold-Forster, and Mr. Yoxall among its active members) followed suit; Sir A. Rollit's speeches, both on second reading and in Committee, did yeoman's service. The National Association, with its powerful following, even on the Liberal side, joined in, with the result that Prof. Jebb, Mr. H. Hobhouse, Mr. Humphreys Owen, Sir U. K. Shuttleworth, and others joined the right side. Sir E. Clarke, Mr. E. Gray (who spoke admirably on all occasions), Mr. Kimber, Mr. W. Jones, Gen. Laurie, and Mr. E. Bond answered the whip of other associations with educational knowledge. The Technical Education Committees in the County Boroughs had secured notable Liberals like Mr. Harwood, as well as practically the whole Government side of the House. As a result, in Grand Committee Clause 3 (1) was restored to its original shape without even a division. The School Boards in reply sent the fiery cross through the whole realm of *ad-hoc-ery*. The *School Board Chronicle*, with large headlines on the "Dangerous Third Clause," wrote leader after leader, and filled its pages with the protests of the School Boards, from London to Little Puddlecombe. The Rev. E. M. MacCarthy, happy once more to unite in himself the interests of School Boards and Incorporated Headmasters, held a "mass" meeting, which was described as a rallying of the great Liberal Party. Most of the M.P.'s summoned thereby put the protests in the waste-paper baskets. The little knot of well-meaning fanatics who opposed the Technical Instruction Act because it would not further the disestablishment of the Church alone remained faithful. The National Union of Teachers even passed a resolution in favour of the "other organizations." But, of course, there was the Incorporated Association of Headmasters; Col. Lockwood alone waved the flag in the House of Commons. That body, anxious to conciliate the examining bodies, but to injure, or, at least, annoy, the County Councils, wanted to substitute "educational institutions" for organizations, but met with so little support that the amendment was not even moved.

When the fight actually took place on the Report stage, the Channing-Lockwood alliance mustered 44 votes as against 153. Here we have the maximum strength of the *ad hoc* party in the House of Commons after it had put forth all its efforts. Neither Colonel Lockwood nor Mr. Channing carried a single amendment. Surely the Headmasters will cease to lean upon such broken reeds.

What, then, does Clause 3 do for the Local Authorities? It enables an organization under Clause VII. to be recognized by the Board of Education as its deputy for inspecting the *local* schools which it now aids by its grants, just as the same organization has become the deputy of that Board (for the Science and Art Department is now the Board) for distributing and controlling the grants for science and art teaching. Sir John Gorst's defiant reply to Mr. Channing in the Science and Art Estimates debate that the Clause VII. (or anti-overlapping) policy was successful, and will be persisted in by the new Board, is the answer to all the obstruction and all the proposals of the School Boards in the last five years. The Bill of 1896 is being rapidly avenged. It remains for the County Councils to follow up their success.

The first step obviously for them to take is to make the cleavage between non-local and local schools clearer and wider. Let the former go to the Universities for inspection or remain without inspection at all. As to the latter, a condition of County Council grants for the future must be the acceptance of *some* inspection under Clause 3. There will thus be a guaranteed official list of inspected efficient *local* schools formed for every county. These will be real county schools with industrial objects in view, just like the Welsh intermediate schools. As to the School Board schools, they will not be able to afford any inspection for their higher sections, as to use their rates for such a purpose would be illegal, while the prospective withdrawal of Science and Art grants from them means the absence of their present Science and Art inspection. They will consequently fall into disrepute, and will, no doubt, be handed over to the County Councils. The *Schoolmaster*, by the way, amid other alarming flights of imagination, tells us that the Bill decided that the higher-grade schools should *not* be handed over to the County Councils. Of course, there is not now, nor was there at any stage, any mention, one way or the other, of a matter not only so alien to the scope of the Bill,

but one which we can bring about easily without any legislation. However, *populus vult decipi*, and the party newspapers know their own clients. The guileless *School Board Chronicle* affects to be happy because Sir John Gorst said that the subsection of Clause 3 empowering County Councils to pay for the inspection of schools in their areas "would not injure the School Board system." Of course it won't. The "School Board system" is one for supplementing the supply of *elementary* education, and has nothing to do with secondary schools or their inspection. The School Board system is not "injured" by being restrained from illegal poaching upon other people's preserves. The question then arises: What kind of inspection is it advisable that the County Councils shall favour? It is well known that central inspection is practically out of the question, except *custodire ipsos custodes*; one chief and two sub-inspectors will be probably the whole staff available outside the ranks of the Science and Art men.

Therefore the alternatives remaining are purely local inspection of the Clause VII. variety and conjoint inspection on the lines of the Central Welsh Board. I shall be told that I am reckoning without my host, for, in the first place, the schools won't "desire to be so inspected," and, secondly, that the "advice of the Consultative Committee" will be taken before the Board recognizes the "other organization." This looks well on paper; but is it really of any practical importance? Mr. Morant has well pointed out that in Switzerland it is recognized by all the authorities that control can be and is only obtained by and through grants of money. The County Councils have the money and the power to pay, and it may be safely assumed that, if they attach conditions of inspection to their grants, and offer to pay for such inspection, and such inspection only, no school will be so foolish as to refuse. The publication of the fact of such refusal would not improve a school's status.

Besides, the compulsory powers of inspection possessed by the Charity Commissioners over all endowed schools will, no doubt, soon pass into the hands of the Board, while the Science and Art Department have a similar compulsory power in respect of the schools aided by their grants. Therefore, with the exception of private schools and certain wealthy non-local schools, the inspection prescribed by the County Councils will be practically compulsory. But how about the Consultative Committee. It is fondly imagined that this is to consist, as to a majority, at any rate, of representatives of teaching interests. This, of course, is a delusion. Among the members "qualified to represent the views of other bodies interested in education," there cannot fail to be a large proportion of members or officials of County Councils, while the Crown will, no doubt, appoint statesmen like Prof. Jebb, Mr. Hobhouse, Sir A. Rollit, and others who look at education from the broadest point of view. When the Minister asks their advice (which he need not take) he will, no doubt, receive two opposite reports on all important questions, and there can be little doubt that he will take the advice in such cases of persons who have the money to pay for the result. Besides, the administrative element on the Committee will contain men quite qualified to give an opinion upon the type of inspection suitable for a given school; the proceedings of the Joint Scholarship Board have proved time after time that a knowledge of educational questions is not restricted to acting schoolmasters.

Hence we can face the problem. Is it to be inspection as in Wales, or as in the West Riding? What is meant by inspection? Mr. Parker Smith, speaking on behalf of the Headmasters' Conference tried to define it and separate it into parts during the Grand Committee stage of the Bill. He would have made the administrative system—the condition and equipment of buildings (? sanitary only)—compulsory, while an inquiry into the character of the teaching and the provisions made for the instruction of scholars, being of a more educational and inquisitorial nature, should be optional; there is much to be said for these proposals, which, however, were not accepted.

The County Councils will be well advised to keep to themselves the sanitary, legal, financial, and administrative inspection only. Many of the principal counties have medical officers of great eminence, all of them have legal and financial advisers perfectly competent for any such work. To distinguish types of schools, standards of efficiency, qualifications of teachers, teaching methods, curricula, &c., requires to a large extent other experience. This kind of inspection is simply the twin

brother of examination, and is rapidly, especially in science and modern languages, taking the place of individual examinations. Without doubting the capacity of some of my eminent colleagues, the organizing secretaries, to do this work, I hold that the position of a County Authority is all the stronger from employing *outside* examining (and therefore inspecting) bodies for as many purposes as possible. The "tame" examiner whose re-employment depends upon a favourable report is a sufficiently discredited appendage of an inefficient secondary school; while, to my knowledge, great improvement has been brought about by the somewhat "slashing" reports of the very independent examiners of the Joint Scholarship Board.

Another point to be considered is how far existing bodies occupy the examining field, and are therefore naturally entitled to be recognized for inspection purposes. As regards the technical school proper, the City and Guilds Institute holds a monopoly, and does its work with such success that we need only supply it with more funds and give it a definite Government recognition to enable us to set our minds at ease as to the future of this branch of the work. Science and art schools (other than day science secondary schools) also are amply provided for under the existing *régime*, and a few more art inspectors (especially in applied art) will give the Department a staff sufficient for all their wants.

When we come to the secondary schools proper, especially the local (chiefly) second-grade schools with which I am alone concerned, we find a multitude of competing bodies. There are the Oxford and Cambridge Locals, to a limited extent the Oxford and Cambridge Joint Board, the College of Preceptors, the London Chamber of Commerce; to a small extent the Society of Arts, to a very large extent the Science and Art Department, and the various bodies, Boards, Trusts, offering scholarships or arranging examinations for that purpose. Is it not possible to co-ordinate with a view to diminishing the multitude of such examinations? Why, for instance, should a boy be examined between May and August in science for the Department, the Oxford Local, and the Intermediate Scholarship? Surely there is here scope in England for a body like the Central Welsh Board. This body is specifically mentioned in the Act as the official deputy of the Board of Education for Welsh central inspection; previously it had no statutory existence or authority, being not even mentioned in the Intermediate Act and being constituted by voluntary effort with the assistance of the Charity Commission. It consists of twenty-one County Councillors, twenty-six representatives of *County* governing bodies (*i.e.*, the Welsh Local Authorities), seventeen representatives of University and collegiate interests, five secondary and five primary teachers; six other members are co-opted. As it stands, a vastly superior body (laying aside considerations of *personnel*) for purely educational functions is the Joint Scholarship Board. In the latter body we have eighteen County Council representatives, eleven University nominees, no less than seventeen secondary head masters and mistresses, together with persons appointed by the College of Preceptors, the Chamber of Commerce, and the Private Schools. A very slight change, providing chiefly for the co-operation of *all* County Councils and a strengthening of the University college element so as to take in all such institutions, and we have the ideal "inspection deputy" of the Board of Education for England. To settle such questions as the type of school for which any examination is most suitable and the equivalent value of various examinations, together with the provision of good educational inspection, would be the chief of its new functions. Except for scholarship purposes, it would not attempt to supplement, much less compete with, existing examinations.

Schools desirous of living by a multitude of passes would continue to be examined as before; but the reports of the Board would convince them that the necessity for more than one good all-round examination had now gone by. The various existing examining bodies would supply the inspectors—scientific, literary, or commercial—for the greater part of the Board's work, but, acting under a chief inspector, on a general scheme, and with a general standard, the whole of these reports, with the examinations attached, would tend to the harmonious welding together of the schools into a system in which each preserved its function and individuality. Here, surely, is an opportunity for constructive statesmanship, appealing to the best and most active minds among either the administrative or scholastic bodies. The last few years have been spent in internecine strife, of which the

folly and the futility alike have been shown by the provisions of the Bill as passed. No progress can be made until secondary includes technical, both for administrative and professional purposes, and until the two wings of this great secondary army once more move on together united against the political and ecclesiastical factioneer, the School Boardist, and the obscurantist. Clause 3 of the Act, properly used, gives the necessary opportunity. Will either party use it?

JOTTINGS.

WE have received from the Yorkshire Ladies' Council of Education a prospectus of the Business Training Course for Ladies to be opened next September in Leeds. There are two departments—one commercial, the other in preparation for secretarial and philanthropic work. The fee in each case for the year (three terms of thirteen weeks) is £15. 15s. The accompanying conspectus of lectures, &c., is most complete. Full particulars will be furnished by the Secretary, Miss R. Manley, 90 Albion Street, Leeds.

THE following delightful beast-story, it is needless to say, comes to us from the States; but, as far as we are aware, it has not yet appeared in print. Four animals—a Lamb, a Stork, a Frog, and a Skunk—determined one day on an outing. After much debate, they settled to go to the theatre, but when they got to the box-office they found they could not raise a dollar between them. "Let's try it on," said the Skunk, and pushed the Lamb in front. He was admitted because of his *four quarters*. After him went the Stork, who presented his *bill*, and was passed; then the Frog, who showed his *green back*, and was likewise let through. The Skunk brought up the rear, but he was ejected, having only a *cent*, and that was a bad one. At the door he met a Sardine, who asked what ailed him that he looked so down in the mouth. So he told his piteous tale. "That's hard lines," said the Sardine, "but don't be down-hearted. Look here! I'm one of the *smelt* family, too; you shall have my *box*."

CHELTEMHAM—both the town and the college—has speeded the parting guest. The Rev. R. S. de C. Laffan has been presented by the Mayor, on behalf of the town, with a massive silver casket, by the sixth form with a silver cigar-box, by some of the staff with a silver bowl, and by the college generally with a massive champagne ewer and four silver beakers. Mrs. Laffan has also been presented by some of the masters' wives with an afternoon-tea service.

THE twenty-fifth anniversary of the Froebel Society will be celebrated on November 4 at the Stockwell Training College. In the morning there will be practical demonstrations with kindergarten classes, in the afternoon an exhibition of pupils' and students' work, and in the evening a reception by the President.

THE late Dr. Fortnum, of Stanmore, has bequeathed £10,000 to Oxford University. The money is to be applied to the Ashmolean Museum.

THE HOUSE OF LORDS.—On the motion for the consideration of the Commons' amendments to the Board of Education Bill, the Duke of Devonshire, referring to the empty benches of the House, said that there was no burning desire to hear a speech from him, and so he simply moved that the amendments be agreed to. Without discussion the amendments were agreed to. Where was Lord Spencer?

THE excellent effect of a swimming bath on the cleanliness of boys is well illustrated by one of Her Majesty's inspectors in his report. In a new school in Halifax when the bath was first opened 50 per cent. of the scholars had to be washed before they were allowed to enter the swimming bath. Now the proportion is 5 per cent. The others wash at home.

AMONG the Extension students at Oxford were twenty-three pupil-teachers from Bolton, whose expenses were defrayed by the liberality of Miss Barlow.

A NEW advocate for the system of educating boys and girls in one and the same school has arisen in the person of Mr. Richardson, who has just retired from the position of second master at Winchester College. That a man of Mr. Richardson's experience and training should adopt this view is satisfactory evidence of the healthy growth of sane ideas. Such a school used to be thought, in England at least, a foolish and wicked flying in the face of Providence.

THE "Schools of Science," as the Department prefers to misname them, are largely on the increase. The report just issued gives the number as 159 for 1898, with over twenty-one thousand students.

EIGHT years ago, the London School Board decided to establish special schools for children who are mentally deficient. There are now in London forty-three such schools or centres, with 2,030 pupils.

THE London School Board return shows that over thirty thousand children have received instruction in swimming during the past year. These children are divided, no doubt by some clerk with a taste for humour, into "boys," "girls," and "mixed." What is a "mixed pupil"?

IN twenty-five American public libraries there are special rooms set apart for children. To some of these children are admitted as young as the age of four; and low tables and coloured picture-books are provided. This plan not only encourages children to read, but also enables the librarian to exercise a censorship over the literature admitted into the juvenile room.

AT a school near Bradford, a boy stood up in class as the clock pointed to 10.30. Asked what he wanted, he said his mother had told him to ask for his release, as he would be thirteen years old at that hour and entitled to be a full worker.

THE Lords of the Committee of Council on Education give notice that they have under consideration the assessment of the efficiency of instruction in the Elementary Stage of Science and Art subjects by inspection only, and that it is proposed to discontinue examinations, as a test for the purposes of assessing the grant in that stage, after the year 1900. It is proposed that papers shall continue to be set in that stage for students who may desire to be examined and to possess a certificate of having passed the examination; but that in those cases a fee should be charged to cover the cost of examination.

No one will deny that the Fabian Society has made a special study of local government and its attendant problems. With such men as Mr. Graham Wallas and Mr. Sidney Webb at the head, the findings of the Society are sure to be practical. We print below the resolutions lately passed on the subject of educational legislation:—

1. That the present educational machinery is both defective and inadequate, and ought to be promptly reformed, especially as regards (a) concentration of central control; (b) secondary education; (c) the supervision and management of primary education in the rural districts; and (d) overlapping and the want of co-ordination in the towns between School Boards and Town Councils (in London, the County Council).

2. That all educational institutions, in any way assisted out of public funds, should be made subject, not only to the control of Parliament, but also to the inspection of a single Government Department, to be charged with responsibility for every kind and grade of the education of the nation; and (with the exception of the Universities and other institutions of national character, unaided by any Local Authority) also to the supervision of an elected Local Authority.

3. That it is desirable that all the branches of public service in any locality should be under the control of a single, responsible, public body; and that it is therefore advisable that both the primary and the secondary grades of education, whether in literary, scientific, commercial or technological subjects, should be under one and the same Local Authority.

4. That the practical drawbacks of electing a separate body (*ad hoc*) for each public service outweigh any advantages of such an arrangement; and that this applies no less to education than to other public functions.

5. That the best form of local government is that which concentrates in a single elected body for each locality all the public business entrusted to that locality; and which provides for the administration of the various services by separate committees.

6. That it is undesirable to increase the number of separate public authorities; and that, whilst it is important not unnecessarily to interfere with existing bodies, any reform should proceed on the lines of concentration and simplification.

PROF. VICTOR SPIERS is carrying out a long cherished desire for the organization of *soirées littéraires* in London. The first of these was held recently at the Royal Institute of Painters, under the ægis of the Entente Cordiale. Prof. Spiers had the satisfaction of welcoming a number of distinguished visitors.

HERE is a curious instance of cramming for an examination in French conversation. We can vouch for its accuracy:—

*Examiner (on the entrance of the candidate).—*Quel est votre numéro?

Candidate.—Oui, oui, monsieur.

— Vous en êtes bien sur ?

— (*with emphasis*).—Oui, oui, monsieur.

— (*slowly*).—Ecoutez bien ! Quel est votre numéro ?

— Oui, oui, monsieur. Deux Ecossais qui quittaient leur village (*and he proceeds to reel off an anecdote obviously learnt by heart*).

— (*very slowly*).—La troisième fois, je vous demande votre numéro. Quel numéro avez-vous ?

— Oui, oui, monsieur. Le jour avant hier j'ai été allé sur ma bicyclette (*and he proceeds to describe a half-holiday run in his own words*).

[The examiner gives it up.]

DURING the past few years remarkable changes have taken place in the means and methods of teaching elementary science. Up to a comparatively recent period, an indifferent text-book was considered amply sufficient ; but now there is a strong feeling that no scientific knowledge worth having can be obtained in this way, and that real knowledge can only be acquired by actual demonstration and experiment. This has led to an increased demand for cheaper forms of apparatus, and Messrs. George Philip & Son, of 32 Fleet Street, London, E.C., are now collecting materials and specimens under the direction of Prof. R. A. Gregory, F.R.A.S., to form suitable sets. The first two sets are now ready :—Set I., Philips' Cabinet of Mechanical Powers, with explanatory handbook, price 30s. net, packed in strong wooden box. Set II., Philips' Cabinet of Apparatus and Materials for experiments in elementary science, object-lessons, and physiography (Section I.)—a collection of about fifty pieces of apparatus specially selected to cover Section I. of above subject, packed in strong wooden box, with lock and key, price £5. Sets for object-lesson teaching and for illustrating the metric system of weights and measures will shortly be issued.

AN excellent inspectorial *obiter dictum* is culled from Mr. Rankine's report : "An inspector would be untrue to himself if he allowed perfection itself to pass uncriticized."

MR. BEVERLEY GRANT USSHER (New College, Oxford) has been appointed an inspector of schools under the Education Department.

MR. W. B. DALTON has been appointed Headmaster of the Camberwell School of Arts and Crafts.

THE Rev. H. de B. Gibbins, Headmaster of Liverpool College School, has been appointed to the headmastership of Kidderminster Grammar School. There were two hundred and five candidates. Mr. Gibbins, it will be remembered, was one of the select candidates for the headmastership of the Cowper Street Schools.

COLONIAL AND FOREIGN NOTES.

CANADA.

The Queen's birthday has been for many years the great national holiday of this country, coming as it does in the most beautiful time of the year, when spring is fully established and has not yet to give way to the torrid summer. Each village, town, and city has its appropriate celebration, and I think there is no doubt but that even after Her Majesty has passed away this will remain to perpetuate her memory in this land. But the true significance of this day has not been as much felt among the young as we might reasonably wish, and to those interested in making this day something more than a mere holiday the idea occurred of using the schools as a means of bringing home to the growing boys and girls the true meaning to our colony of the birthday of the Queen. The Hon. Geo. Ross, the Minister of Education for Ontario, consulting with the representatives of education in the other provinces, set aside the day preceding the Queen's birthday for the special consideration of Great Britain and her relations to the colonies. It has proved an overwhelming success, and "Empire Day," as it is called, will be an educational fixture. There was need of it, and especially in this country at the present time. The United States, our aggressive neighbour, seizes every opportunity to instil patriotism by means of the many birthdays and anniversaries which are celebrated in the schools, their law that the flag of the nation must fly from every school-house while the school is in session, and the lavish mural decoration in schools where are depicted glorious battle scenes, many of which might try the imaginative powers of even the most rabidly loyal. The promulgation of the Monroe doctrine, which virtually assumes that the United States is the protector, and will subsequently become the owner, of the Western hemisphere, and the decided stand taken in the Anglo-American Commission for *all* the advantage, can mean nothing else than that Canada will have many serious problems to face in the next few years.

It is our duty to teach the children in our schools our history, our relation to the mother country, and impress them on these special occasions with the greatness of our heritage. The programme of "Empire Day" in Toronto, as outlined by Mr. James L. Hughes, the Inspector of Schools, is typical of what was done throughout the land.

The flag was raised on each school ; pupils in all classes had the construction of the Union Jack from the crosses of England, Scotland, and Ireland carefully explained to them, and were taught to draw the Union Jack, the Ontario coat-of-arms, the maple leaf and the beaver ; between 11 and 12 o'clock the time was devoted to special Canadian subjects. These were in the senior classes such as showed the nature and extent of the resources of Canada, the relation of Canada to the British Empire, and the events of special importance in Canadian history ; in the junior classes stories of the heroism of Canadian men and women were told, and some of the most interesting events in Canadian history were described in simple language.

In the afternoon general exercises of a patriotic character were held, addresses given by leading men in the community, and a large portion of the time given to the recitation of patriotic poetry and the singing of national airs. The parents and friends of the pupils were invited to attend during the afternoon.

And so from Halifax, Nova Scotia, to Victoria, British Columbia, over the four thousand miles of Canadian territory, the children were engaged in a consideration of the greatness of the Empire of which they formed a part. A pleasant incident occurred in Halifax and also in Montreal, where the assembled school-children cabled to Her Majesty their congratulations on her eightieth birthday, and the sentiment was—"Long may she reign !"

The University of Toronto is the largest and most influential of the Canadian Universities, and so when the Senate of that institution makes any decided change in the college entrance requirements the effect is felt in all educational circles, and the secondary schools, especially of Ontario, have to shape their work to meet the new demands. The Matriculation Examination is now divided in such a manner that it may be taken either at the same or at separate examinations. The candidate must pass successfully what is known as Part I., consisting of the following subjects :—Arithmetic, English Grammar, History of Great Britain and Canada, and at the same time, or, if preferred, in another year, Part II., consisting of Latin, English Composition, English Literature, Ancient History, Algebra, Geometry, and any two of the following :—Greek, French, German, Chemistry. It will be seen that Greek is gradually sinking lower in educational esteem as a requisite for college. As a subject for study in college it still holds its own in Toronto, and the Classical Honours Course is the standard of the University.

McGill University, in Montreal, has the honour of being the first great seat of learning to admit to the ranks of its *alumni* the famous colonial Rudyard Kipling, who is now entitled to write after his name LL.D. (McGill). Mr. Kipling was not well enough to attend the Convocation, but sent a characteristic message of appreciation, in which, acknowledging the honour, he said that he prized it specially as it came from Canada, "the elder sister of the new nations within the Empire." This brings to mind the poem which nearly ruined Kipling's standing in Canada, inasmuch as the title "Our Lady of the Snows" touched the Canadian people in a very sensitive spot. Ice palaces, toboggan slides, and other accessories of a frosty nature had formed too long the stock-in-trade of English ideas of Canada, and, while the sentiment of the poem was applauded, the title was by some considered unfortunate. It is only right to say, however, that it was from the commercial, the immigration, point of view that the title seemed to be most unfortunate. In the last stanza of this poem, Kipling, in his comprehensive manner, sums up the relationship of Canada to the mother country :—

"A nation spoke to a nation,
A Queen sent word to a throne :
' Daughter am I in my mother's house,
But mistress in my own.
The gates are mine to open,
As the gates are mine to close,
And I abide in my mother's house,'
Said our Lady of the Snows."

GERMANY.

It would seem as though the success of the clerical party in the matter of the mutual relations between local and district inspectors, which was the burning question in the country villages in the Bromberg district in the earlier part of this year, has still further extended their aims. They then secured from the Minister a decision that the local inspector (who is generally the clergyman of the place) should be deemed to be the equal in rank, and not the subordinate, of the district inspector. In a circular of the Bromberg Government (which, by the fact of its publication in the official *Centralblatt*, is applicable to all parts of the kingdom of Prussia), the district inspector cannot inspect or deal in any way with the internal organization of any school without

first consulting the local inspector. Having thus secured the desired check on the action of the provincial lay inspector, it has been suggested that the instructions to inspectors should be drawn up subject to the approval of a "Consultative Committee" of clerics with scholastic experience; and the hope is expressed that in time all inspection will be clerical, and that it will be possible to secure a permanent influence on the Central Authority. And, accordingly, there is a renewed demand from a certain group for a Bill à la Zedlitz, which shall make the denominational character of the school rest, not on measures of administration, but on legislative enactments.

Any such measure is certain to experience strenuous opposition from those who have the good of the school at heart. It has been repeatedly pointed out that one of the defects of the Prussian system is the great number of abnormally small schools. Their existence is, in the majority of cases, not justified by their geographical isolation—they are, in fact, schools for a religious minority, and entail a large additional outlay on the part of the Central Government—thus, in a village near Osnabrück, the chief elementary school, containing over one hundred scholars, is Catholic; there is also a small Protestant school which has thirteen pupils. This school receives a special annual grant of nearly £60 from the Central Authority, and has also lately spent £500 on buildings, of which only a very small portion was defrayed by local contributions. Nor is this an isolated case, for in 1896 there were 827 such small schools—an increase of over 100 since 1891. It is felt that this liberality is ill-judged at a time when there are so many overcrowded classes and so many classes lacking a permanent teacher of their own. But, above all, this policy is regretted as tending to perpetuate and strengthen distinctions and differences.

Under these circumstances, Prof. Bertram did well to avoid all discussion of religious instruction in his memorandum on the reform of the Berlin elementary schools. It has long been felt that the normal type, with six classes, in two divisions, exacted by the Regulations of 1892, no longer corresponds to the needs of the present time. But Dr. Bertram is not altogether in sympathy with the demand for a class for each year of school life—that is, for the eight-class school. "Richtig gerechnet—abstract gedacht" is his epigram. But the teacher regards it as by no means an abstraction, but as the logical result of actual historical development. The following were the chief propositions of Dr. Bertram's paper:—(1) The irreducible minimum (of curriculum) can, and should, be mastered by normal children under normal conditions in six years. (2) At the end of this period the normal children are divided into two groups—(a) those who go to higher schools; (b) those who are further prepared in the two top classes of the communal school for the duties of citizenship—in thinking and learning, in the ability to act and in the power to will. (3) Accordingly, the universal primary school has six ascending classes, and, for us, the communal school contains these six classes of the universal primary school and the two upper classes of the primary school in the narrower sense.

This plan has met with a good deal of criticism, because it seems to pay too much attention to the needs of the higher schools. The number of elementary-school pupils who proceed to such schools—even to the *Realschulen*—is not very great, and the welfare of those who remain in the primary school ought not to be sacrificed to the interests of those who leave it. There is also some uncertainty as to the future of these two upper classes—apprehension lest they should be developed by the introduction of new branches to a kind of primary-technical school on the Austrian model. The Teachers' Association in Berlin, when discussing this question, declared that they could not be satisfied with a normal school of seven classes (which has now been definitely decided upon by the town authorities); but, while welcoming it as an improvement, look forward to the immediate establishment of the eight-class school. Moreover, the instruction is to be so organized that the curriculum for all eight classes forms one organic whole. The present body of instruction material is not to be increased, but that which is out of date to be replaced by something more appropriate to the present day.

The work of revision of the curriculum has been already begun, and this has been entrusted to the municipal inspectors, who will, doubtless, consult the teachers. But with this position the latter are by no means content, and are agitating for a joint committee and the right to elect their own representatives.

CAPE COLONY.

The annual report of the Superintendent-General of Education for 1898 shows an increase of 200 in the number of schools and of 13,619 in the number of scholars (making a grand total of 135,805). The average attendance for the year rose to 77.15. Referring to these and other details in the report, Dr. Muir says: "These features are to be regarded as satisfactory, only because they are indicative of progress, and not because the stage which has been reached is in itself satisfactory. There is a long road still to travel, and for the acceleration of our speed we must trust to the same specifics as have already proved beneficial. A still larger number of trained teachers and a still higher degree of training, a longer school life for the pupils and greater regularity of

attendance while at school—these are the only means likely to bring us more rapidly to the goal which we desire."

Dr. Muir recently struck the same note in a public speech. Dealing with the question of native education, he lamented the fact that large sums are annually expended on native schools with very little result—an unfortunate condition of things which he attributed to the want of trained teachers. He was not, he explained, alluding to what he might call aboriginal schools, but to many of the mission schools throughout the country. In connexion with the former, indeed, there were at present sixty-three trained native certificated teachers, as compared with only five three years ago. He again urged all the Churches to unite, and to establish in some central spot, within the colony, a Mission Training School, and he assured all concerned that such a movement would meet with his most earnest sympathy and support. He repeated what he had, year by year, regretfully to state in his annual report, namely, that 50 per cent. of the pupils in the mission schools in the colony were below standard for the simple reason that "the teachers can't teach."

In the course of the same speech, Dr. Muir also touched on the religious question, and, after denouncing, with no uncertain sound, such prevailing expressions as a "godless" school on the one hand, and a "priest-ridden" school on the other, proceeded to indicate, as a happy issue out of all such denominational and controversial difficulties, the formation of a General Committee, representative of all classes of the community—ecclesiastical, commercial, and otherwise.

The particular religious problem at present before the colony has been formulated by a prominent retrogressive as follows:—"In all the towns and villages of the colony there is a public undenominational school liberally supported out of the public revenue. In many towns and villages it is the only school. It is attended by children of all religious denominations, who are theoretically (as children of taxpayers who contribute impartially to the public revenue) on a footing of perfect equality. The religious sentiments of each denomination are entitled to equal consideration by the State, which is avowedly neutral on the point. Now, there is admittedly no point on which all men are more sensitive to interference than in matters of conscience connected with religion. Hence the difficulty occurs in towns or villages where there is only one school for children of all denominations. To totally separate religious teaching from secular education would be, in the view of most thoughtful men of every way of thinking, a serious danger to the State and the antecedent of national degeneration. How then, under present conditions, can religious teaching be efficiently supplied without raising the storms of sectarian suspicion and strife? That is the problem before us in this colony at the present time, which it is the duty of every one who has the interests of education and his country at heart to try and see settled in a fair and equitable way."

To solve this problem, the Provincial Synod of the Anglican Church pledged itself some months ago to try to promote legislation on the following lines:—(a) Increased Government aid to minor schools, (b) the right of entry of accredited teachers of religion into public undenominational schools, (c) the subsidizing by Government of undenominational schools (other than mission schools) which satisfy Government conditions.

The Premier has expressed his approbation of such measures, under due safeguards, and has promised that Government shall consider the proposals. It seems likely, then, that in the near future the matter will enter the region of practical politics, and the substance of religion be in danger of being once more sacrificed to the shadow. But, if a question so big with issues is to be reopened, surely the first step to be expected of the malcontents is that they should publish convincing evidence of the failure of the present system. For ourselves, we can only say that no such evidence has come to our notice, nor any attempt even to produce it. On the other hand, we do meet with arguments based upon experience for maintaining the *status quo*—arguments which a correspondent of the *Educational News*, who speaks of himself as "a loyal member of the Church of England educated at a denominational school," sums up as follows:—" (1) The Church of England (or Africa) is the only Church which is agitating in this matter, and which really desires the grant for denominational higher education. (2) There are many loyal Churchmen who are teaching in undenominational schools, and who do not believe that they are turning out a race of atheists and unbelievers. (3) There are many Church of England parents who contentedly send their children to undenominational schools, even where there are Church grammar schools in the same town." The Church will not be at a loss to find an answer to all this, even if it be true, but the answer will only have force with those who care more for the Church than for Christ.

Friends of educational hand-work will be glad to know that a three years' course of wood-work has for some time been provided for by the Education Department, and that a large number of schools in the colony have taken up the subject. Wood-work is also included in the course of the Normal Training College at Cape Town, and is being systematically taught to a large number of pupil-teachers. In addition to vacation courses, special classes are being held for training acting teachers in the practice and theory of manual training, and a number of

teachers have already received the special certificate issued by the Education Department.

From certain recent references to education by the Treasurer-General we quote the following stimulating statement:—"On one point we are not going to diminish; in fact, if we can spend more money upon it, I think we should be justified in doing so—it is upon education. This is a matter we are all agreed upon. . . . When I speak about retrenchment, I don't wish you to understand that we are ever any of us going to aim at retrenchment in the direction of education, because I look upon education as being the one sovereign remedy for many of the ills in South Africa."

On another point the Treasurer is equally vigorous. "One of the idols of the market-place is compulsory education. Very few people have sat down and thought the matter out. Personally, I don't like the name of compulsion; but, at the same time, I don't shut my eyes to the fact that there is a great deal in what people say about children running about—European children who ought to be at school, whose fathers ought to send them to school, and who will not send them. The man who does that is an enemy to South Africa, a danger to the State. But think out how you are going to work it. Are you going to send everybody's children to school—black and white—or tax the black man to send the white man's children to school? Believe me, there are more problems in compulsory education, that people talk so glibly about, than many think of." This would seem to be especially true at the Cape, inasmuch as the Compulsory Attendance Bill, of which there was so much talk last autumn, has, for the present, ended in talk.

In the Transvaal, it seems, as elsewhere, misfortunes do not come singly. "Dr. Mansvelt, the Superintendent of Education," writes the *Cape Mail*, "is having a rough time of it among the Boer section of the community in the Transvaal. They have presented a petition to the First Raad, praying for his dismissal from office, alleging, among other grievances, that for years he has systematically opposed Afrikaner teachers and their methods of education; that it is undesirable that their children should be instructed by Hollanders, who are unacquainted with the peculiar conditions of the country; that the training system in vogue at the State Gymnasium is not calculated to qualify Transvaal youth for the various requirements of the time; that it is abundantly apparent that Dr. Mansvelt is incompetent for the important position which he occupies; that the period for which he was engaged is about to expire, and that the State can, therefore, get rid of him without being liable for breach of contract. For these cogent reasons, it is prayed that Dr. Mansvelt be dismissed, and a properly qualified Afrikaner be appointed in his place."

THE LATEST COUNTERBLAST TO TRAINING.

The candlestick-maker's raw material is metal or earthenware, and a certain amount of it may reasonably be set aside for him to waste in learning to make candlesticks. The teacher's raw material is the human boy; and you cannot very well set aside a batch of human boys for tiro to teach badly, in order that they may learn how to teach other boys better afterwards. Yet, unless this be done, the training of the teachers will hardly amount to the proverbial row of pins. It remains, therefore, to teach the teacher by "dumping" him down in a school where, with senior colleagues willing to give friendly advice, and a headmaster popping in to his form at unexpected moments, he will soon either learn what there is to be learnt, or realize that he has mistaken his vocation, and will, in either case, do a minimum of harm to his pupils.

THE above is taken from a review in *Literature* of Mr. Barnett's "Common Sense in Education," and it is worth commenting on as showing the arguments to which educational conservatives of the old school are reduced. The opposition to training is, after all, mainly due to ignorance. Had the writer ever visited a training college, or witnessed a lesson given by a student in a practising school, he could never have written thus. He would know that the boys, human or otherwise, are not badly taught, but far better taught than by the generality of mature teachers who have not been trained. He would know that each lesson has been carefully prepared, the notes of it written out and revised by the master of method, and the lesson itself—at least, in the earlier stages—given under supervision, so that a complete *fiasco* is impossible, or, at any rate, possible only once.

Contrast the "dumping" method, which, according to the reviewer, is a Hobson's choice. A youth, directly he has taken his degree, is appointed to a mastership in a public school. He is told what form he has to take, the hours of work, and the books he must use. There, in nine cases out of ten, his instructions end. Marking, method, management—all these he has to pick up for himself as best he can. Nor is it a simple case of sinking or swimming, as the reviewer represents it. If his form

is and continues a bear-garden and an annoyance to his neighbours, he will probably (not for a certainty) be requested to leave at the end of the first year. In that case the harm done to his pupils will be exactly the same as that which, according to the reviewer, is done by a student in his year of apprenticeship. The opposite case of the man who has a natural genius for teaching need not be considered. *Ex vi termini*, he would not have spoilt his raw material. But between the two comes the average master, the man who neither sinks nor swims, but simply floats. We ask our readers whether, in their experience, this type was not the dominant one among public-school masters. The headmaster who "pops in" on such a man will find nothing amiss. His order may be so perfect that you might hear a pin drop, and yet it may be the stillness of stagnation. There are, it is true, some modern headmasters who do more than "pop in," who actually hear lessons given or give model lessons themselves—who, in fact, attempt to do partially the work that should have been previously done in the training college. Such headmasters there are, though rare, and they are a sign of the times. Twenty years ago any such supervision would have been resented as pragmatical meddling, and a headmaster who "popped in" without excuse or apology would have been considered either a boor or a spy.

CALENDAR FOR SEPTEMBER.

[Items for next month's Calendar are invited. Matter should reach the office, 3 Broadway, Ludgate Hill, London, E.C., by the 23rd inst.]

- 1.—Return forms for the Entrance Scholarship Exams., University Colleges of Aberystwyth and Cardiff.
- 1.—Ireland, Intermediate Education Board. Send in applications for Examinerships (up to Oct. 15).
- 4-Oct. 7.—Leipzig Manual Instruction Holiday Course. Apply Dr. Pabst, Leipzig.
- 5-7.—College of Preceptors. Professional Preliminary Exam.
- 5-11.—St. Paul's School. Scholarship Exam.
- 7.—Return forms for Victoria University, Arts, Science, Medicine, &c., Preliminary and Entrance Exams.
- 7.—Owens College, Manchester. Return forms with fees for Entrance Exams.
- 7.—Bangor University College. Latest day for returning forms for Entrance Scholarships.
- 11.—Glasgow University. Send in names for Preliminary Exams. Arts, Science, &c.; also for Bursaries.
- 12.—Return forms for Entrance Exams. City and Guilds Central Institute and Technical College.
- 12.—Durham. Exam. in Hygiene, &c., 2nd Exam. in Medicine and Surgery, and Preliminary Arts (M.B.) Exam.
- 12, 13.—Westfield College. Entrance Scholarship Exam.
- 13.—Oxford Exams. for Women, Responsions. Return forms.
- 13.—Maria Grey Training College. College year begins.
- 14.—Cardiff University College. Entrance Scholarship Exams. begin.
- 15.—Dundee University College. Exam. for Bute Bursary.
- 15.—Post Holiday Prize Competitions, *Journal of Education*.
- 16.—Victoria University, Manchester. Preliminary and Entrance Exams. (Arts, Science, Medicine, Music, and Law) begin.
- 16.—Edinburgh University. Send in names for Preliminary Exams. and University Bursaries and Faculties.
- 16.—Return forms for Durham College of Science, Newcastle, Matriculation and Exhibition Exams.
- 16.—College of Preceptors. Council Meeting.
- 18.—Owens College, Manchester. Entrance Exam.
- 19.—Llandoverly College. Entrance Scholarship Exam.
- 19.—Aberystwyth and Bangor University Colleges. Entrance Scholarship Exams begin.
- 19.—Durham. Certificate of Proficiency Exam. begins.
- 19-22.—City and Guilds Institute, London. Scholarship Exams., Central Technical College and Finsbury Technical College.
- 20.—King William's College, Isle of Man. School Exam.
- 20.—St. Andrews University. Send forms for Bursaries, &c.
- 22 and following Fridays, at 7 p.m.—College of Preceptors' Lectures. "The Teacher and the Class," by P. A. Barnett, Esq.
- 23.—Return forms for Edinburgh Royal Colleges of Surgeons and Physicians Preliminary Exam.
- 23.—Post School News, items for this Calendar, &c., and all Advertisements for October issue of the *Journal of Education*.
- 25.—Return forms for London University B.A. and B.Sc. Exams.
- 25.—South Western Polytechnic Day College for Men and Day College for Women. Session commences.
- 26.—Oxford University Exams. for Women. Responsions begin.
- 26.—Return forms for Pharmaceutical Society Preliminary Exam.

- 26.—(first post).—Latest time for receiving urgent prepaid school and teachers' advertisements for the October issue of the *Journal of Education*.
- 27.—Return forms for St. David's College, Lampeter, Scholarship Exam.
- 27.—Royal College of Art. Art Training Exams.
- 28.—Corpus Christi College, Cambridge. Sizarships Exam.
- 28, 29.—Edinburgh Royal Colleges of Physicians and Surgeons. Preliminary Exams.
- 28, 29.—Royal Holloway College. Entrance Exam.
- 29.—Glasgow University Exams. begin.
- 29.—St. John's College, Cambridge. Sizarship Exam.
- 30.—Durham University. Return forms for Admission Exam.
- 30.—Cambridge Locals. Last day to return forms.
- 30.—Mason University College, Birmingham. Admission.
- 30.—St. Andrews University. Scholarship Exam.

The October issue of the *Journal of Education* will be published on Saturday, September 30.

PUBLICATIONS RECEIVED.

- EDWARD ARNOLD.—Manual of Human Physiology. By Leonard Hill, M.B. With 173 Illustrations. Price 6s.—The Bacchæ of Euripides. The Text, and a Translation in English Verse. By Alexander Kerr.—Macaulay's Lays of Ancient Rome. Edited, with Introduction and Notes, by Moses Grant Daniell.—The Companion Ranger Series. Vol. III.—Arnold's Geographical Handbooks.—The Wonderful History of Peter Schlemihl. By Adelbert von Chamisso. Translated by Frederic Henry Hedge, D.D. Edited, with Introduction and Notes, by William R. Alger.—The Twelfth Book of Homer's Odyssey. Edited, for the Use of Schools, by Richard A. Minckwitz.—El Si de las Niñas. Edited, with Introduction and Notes, by J. D. M. Ford, Ph.D.—The Companion Ranger Series. Vols. I. and II. Price 1s. 6d. each.—An Elementary Treatise on Practical Mathematics for Technical Colleges and Schools. By John Graham, B.A., B.E. Price 3s. 6d.
- G. W. BACON & Co.—Familiar Folks: The Shoeblack.—Types of the British Navy.—Familiar Folks: The Chimney-Sweep.—Excelsior Map of Wales.
- GEORGE BELL & SONS.—Anatomical Diagrams for the Use of Art Students. Arranged with Analytical Notes and drawn out by James M. Dunlop, A.R.C.A. With Introductory Preface by John Cleland, M.D., LL.D., F.R.S.—Woolen and Worsted Cloth Manufacture. By Roberts Beaumont, M.I.Mech.E. With over Two Hundred and Fifty Illustrations. Third Edition. Re-written.
- ADAM & CHARLES BLACK.—A Manual of Essay-Writing. By J. H. Fowler, M.A. Price 2s. 6d.—The Age of Drake. Edited by L. W. Lyde, M.A. Price 1s. net.—Eric; or, Little by Little. By F. W. Farrar.—The Age of Blake. Edited by L. W. Lyde, M.A.—The Foreign Empire, 200 to 60 B.C. By Harold W. Atkinson, M.A.—Man and His Work: An Introduction to Human Geography. By A. J. Herbertson, Ph.D., and F. D. Herbertson, B.A.
- BLACKIE & SON.—A Primer of Historical French Grammar. With a Chapter on Metre. By Ernest Weekley. Price 2s. 6d.
- WILLIAM BLACKWOOD & SONS.—Greek Prose Phrase-Book. By H. W. Auden, M.A. Price 3s. 6d.—Matthew Arnold. By George Saintsbury. Price 2s. 6d.—Blackwood's Literature Readers. Edited by John Adams, M.A., B.Sc., F.C.P. Book I., Price 1s.; Book II., Price 1s. 4d.; Book III., Price 1s. 6d.; Book IV., Price 1s. 6d.
- W. & R. CHAMBERS.—Chambers's Domestic Economy. Revised and Enlarged Edition. By H. Rowland Wakefield. Price 1s.
- CHAPMAN & HALL.—Physics: Experimental and Theoretical. By R. H. Jude, D.Sc., M.A., and partly from the French of H. Gossin. Vol. I.—Specimen of Plasticine, the new Modelling Material.—The "Artistic" Series of Drawing Books.—The "Artistic" Series of Drawing Examination Papers.—Edward R. Taylor's Diagrams for Class Teaching.—Elementary Freehand: 13 Examples of Renaissance Ornament. Selected and Drawn by J. P. Fraser. Price 4d.—Second-Grade Freehand: 15 Examples of Renaissance Ornament. Selected and Drawn by J. P. Fraser. Price 4d.—The "Artistic" Series of Photographic Representations. Prepared to meet the requirements of the Science and Art Department. Price for Set of Twelve Copies, 8s. net.
- J. M. DENT & Co.—Insects: Their Structure and Life. A Primer of Entomology. By George H. Carpenter, B.Sc. Price 4s. 6d. net.—The Life and Adventures of Martin Chuzzlewit. By Charles Dickens. In Three Vols. Price 4s. 6d. net.
- EDUCATION DEPARTMENT.—Sectional Reprints from Vol. II. of Special Reports on Educational Subjects.
- JAMES GALT & Co.—Arithmetical Memoranda. By S. W. Finn, M.A. Price 2d.
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- UNIVERSITY CORRESPONDENCE COLLEGE PRESS.—Matriculation Directory. With Articles on the Special Subjects for January and June, 1900.—The Preceptors' Trigonometry. Edited by William Briggs, M.A., LL.B., F.C.S. Price 2s. 6d.—Vergil: Aeneid, Book VI. Edited by A. H. Alcroft, M.A., and B. J. Hayes, M.A.—A Manual of Psychology. Vol. II. By G. F. Stout, M.A., LL.D.
- WARD, LOCK, & Co.—The Adventures of Reuben Davidger. By James Greenwood. Price 3s. 6d.

SAFE NOVELS.

Characteristics. By S. WEIR-MITCHELL, M.D. (Macmillan).—Dr. Weir-Mitchell's "Characteristics" is something more, and, perhaps, also something less, than a novel. It has a love-affair, and it ends with marriage. But its interest is independent of this plot element. It turns upon conversations, views, sentiments. The volume might, in fact, be described as an American "Friends in Council" or a modern "Religio Laici." It is a structure of thought, observations, anecdotes, and experiences. Owen North, physician, philosopher, and man of fortune, discusses all sorts of topics, literary, social, and, of course, medical, with his friends Vincent, Clayborne, and St. Clair. Vincent is a doctor, St. Clair a sculptor, Clayborne a recluse, kindly, cynical, solitary, and yet social. The only fault we are inclined to find with them is that they all talk very much in the same key, so that it is not easy to know by the tenour of any remark who makes it. The conversations, in fact, want a little more of the pepper and salt of character,

possibly even of temper. But very interesting things are said in them, on most of the topics of the day, and especially on those which concern the mysterious borderland of soul and sense. Here and there these matters are cleverly handled in the way of satirical *jeu d'esprit*. We like the account of the society called the "Council of Minds," which, we are told, was broken up by the police as long ago as 1783. Its faith was that, "by a proper exercise of will-power, a man about to die could convey to one alive the dominant qualities which he himself possessed; but that those of which he had only a minor share could not be thus transferred. A pre-arranged acceptive willingness on the part of the recipient was alone needful for his share of the transaction." The legacies seem, however, to have worked disastrously on the legatees. A Russian poet willed his imagination to a German algebraist, and the mathematician wrote a superb ode on the square root of x raised to the ninth power, and was, in consequence, put into a lunatic asylum. A man of weak character, no courage, but agreeable manners, inherited the irascible qualities of a great general, and got into disgrace with his betrothed by provoking challenges and "funking" the necessary appointments. Later on the same man came in for the courage of another deceased officer. But the lady would not renew the engagement; she preferred a husband of weaker character than her own. An interesting story, probably true, is that of the man who, meeting with an accident that affected his brain, lost the sense of his own continuity; deserted his wife, married another woman, and, finally came back to his proper place in the world without consciousness of the interval of aberration. We recommend "Characteristics" as a good book to travel with.

Richard Carvel. By WINSTON CHURCHILL. Author of "The Celebrity," &c. With Illustrations by CARLTON T. CHAPMAN and MALCOLM FRASER. (Price 6s. The Macmillan Company.)—We congratulate the genuine lover of historical romance who is settling down with leisure before him to read "Richard Carvel." It is a thoroughly interesting, carefully wrought story, full of character, incidents, and action, and it illustrates very successfully the manners of England and America at the time of the breaking away of our North American Colonies. Mr. Churchill follows Sir George Trevelyan in accentuating the superior moral and social tone of the patriots over the sea. But his portrait of Charles James Fox, in spite of faults, is—as it should be—attractive, and the appearance of Horace Walpole in one or two scenes makes an original and amusing effect. The early chapters are the most lifelike, and there is a very special charm about the description of the boyhood of Richard Carvel in the old Pennsylvanian home.

Punchinello. (Price 6s. James Bowden.)—Another vigorous and very tragic story, having originality and interest far above the average, is "Punchinello," by an anonymous writer. The story is cast in the eighteenth century; but much of its passion and pathos belongs more properly to the nineteenth. Punchinello is a hunchback inspired by a great musical genius, who realizes happiness in marriage with the girl he loves, and then becomes a prey to an almost insane jealousy. His wife dies, and he can never quite absolve himself of a certain amount of guiltiness in regard to her death. In the eye of the world he gets over the loss and the catastrophe behind the loss; he achieves fame by his music, and is accounted a successful man. From this point of view his story is written by "a biographer." But he himself writes his own supplement—the story of the book—and in it tells the tale of his love and marriage as it is known to his own heart; and so told it is tragedy uncompensated. There is so much of power and real feeling in the book that one suspects the author of possessing something very like real genius.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, the "Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

THE full hours of attendance in the Office and Library will recommence on Monday, September 11. Till then the hours will be 11 a.m. to 4 p.m.; Saturdays till 2 p.m.

The Executive Committee of the Council will meet on September 28. Nomination forms of applicants for membership should be sent in before that date.

The following is the programme of Section G of the London members of the Central Guild for the next session:—October 27,* conversation at the Mary Datchelor School; lecture by Mr. Sadler on "Dr. Arnold"; music; exhibition of drilling by Miss Bono. November 3, conjoint meetings of the sections at King's College, Strand; lecture by Canon Benham on "Winchester," the Rev. Dr. Robertson in the chair. December 1, lecture at Aske's School, Hatcham, S.E., by the Rev.

Sydney Tickell, on "The Art of Teaching Spelling," to be followed by a discussion. February 3,* lecture by T. C. Hepworth, Esq., on "Old and New London," at the Rev. A. F. Ryder Bird's, Honor Oak Road, S.E. March 3,* lecture at the Mary Datchelor School by W. C. S. Brough, Esq., on "Folk Lore." May 26 (Saturday), visit to Rochester; lecture on the Castle by H. E. Malden, Esq., M.A. All lectures begin at 8 p.m. (*These meetings begin with tea and coffee at 7.30.)

It is hoped that the new edition of the Library Catalogue will be ready by the end of September.

The Council have decided to make some charge to members for this edition, which will be about 6d. or 9d. Will those members requiring a copy kindly write at the end of September for one?

LIBRARY.

The Hon. Librarian reports the following additions:—

Presented by a Member:—Talks about English Literature, by Anna Brückner.

Presented by Mr. Edward Arnold:—The Companion Ranger Series. Scenes from Popular Books, Vols. I.-III.; Geographical Handbooks, Books II., IV., VI.

Presented by Messrs. A. & C. Black:—The Foreign Empire 200-60 B.C., by H. W. Atkinson; Man and his Work: Introduction to Human Geography, by A. T. Herbertson and F. D. Herbertson; The Age of Blake, edited by L. W. Lyde.

Presented by Messrs. Rivingtons:—First Exercises in French Prose, edited by H. C. Benbow; Practical Quantitative Analysis, by A. P. Highton; Mathematical Examination Papers, by J. L. Robinson; French Reading and Composition, by J. Duhamel; Elementary Hydrostatics; Elementary History of Greece, by C. Oman; Hercules Furens, from Euripides; Livy, Book II., edited by A. F. Hort; The Books of the Bible:—Judges, Amos, Second Book of Samuel (Three Volumes); Oxford Church Text Books:—The Thirteen Articles, Early Christian Doctrine, The Hebrew Prophets (Three Volumes.) [For the Museum.]

Presented by the University Correspondence College Press:—Manual of Psychology, Vol. II., by G. F. Stout; The Preceptors' Trigonometry, edited by W. Briggs.

Presented by Messrs. Whittaker & Co.:—The Study of Colloquial and Literary French, by P. Shaw Jeffery.

Purchased:—Ditto.

UNIVERSITIES AND SCHOOLS.

LONDON.

The most interesting and important event since my last letter (July) is the definite acceptance by the Senate of the Imperial Institute scheme. As the terms are decidedly favourable to the University, and there really is no rival proposal that has been regarded seriously by any but partisans of special colleges, the decision is now welcomed by many who formerly opposed the proposal. There is a good deal to be said for the view that the whole building must eventually pass into the hands of the new University. It is certain that it provides a noble and dignified home, which may perhaps stimulate wealthy sons of the Empire to make munificent provision for learning in the future. Those Senators who have the non-collegiate and Imperial functions of the University specially at heart supported the scheme, which certainly would appear to tend to shift somewhat the centre of gravity of the new institution and make it coincide less with that of the London colleges. Whether the discontent of University (and King's) College will take any palpable form remains to be seen.

It is understood that the general provisions of the Draft Statute of the Commissioners are a good deal more satisfactory to the external or non-collegiate element than had been feared. This is probably due partly to the presence on the Commission of the Chairman of Convocation and to the suggestions of the Special Committee of Convocation, of which Dr. Napier is now Chairman.

Convocation, at the Extraordinary Meeting held on June 27, refused to accept the report of the Standing Committee on the Draft Statute, and referred the matter to the above-named Special Committee, on the grounds of its special fitness and its more representative character.

The "Year-Book of Proceedings of Convocation" has been issued, and contains much interesting matter, specially the minutes and reports of the Special Committee of the Statutory Commission and the sub-committees on regulations for Matriculation and Final B.A., Pass and Honours, Examinations. Over thirty pages are given to the proceedings of the Special Committee, and most valuable matter is to be found in drafts of memoranda prepared for the consideration of the Commissioners previous to the framing of their Draft Statute. In these Dr. Bourne Benson took a prominent part and displayed his usual gifts of insight and lucidity of expression. It is to be hoped that the Commission has decided to wait for the communication of the views of this Committee before fixing the final form of the proposals contained in their Draft Statute.

The prosperity of the University shows no signs of diminution, larger numbers than ever of candidates flocking to its examinations. The large proportion of women passing the M.A. is noteworthy. The list of special subjects for 1901 can now be had.

WESTFIELD COLLEGE.

The following students have been successful in the recent examinations of London University:—M.A. in Classics: Miss Mary Violet Hill, B.A. Intermediate B.A.: Misses Gwenllian D. Howell and Anna L. C. Hele. Intermediate B.Sc.: Miss Emily S. de J. le Pelley. Matriculation: Misses Katherine M. Strong, Isobel S. J. Soutter, Ruby C. Inglis, H. Maud Neave, Margaret H. Pim, Irene B. Cunningham, and Marian Sampson. Miss M. V. Hill, M.A., has been appointed by the G.P.D.S.C. as Assistant-Mistress at the Clapham High School.

SCOTLAND.

At a recent meeting, the University Court of St. Andrews adopted the main lines of a scheme for training candidates with a view to the Indian and Home Civil Services, which have been brought once more within the reach of Scottish students by the recent raising of the age-limit. Lecturers in Political Economy and in Sanskrit have been appointed, and a Lecturer in Ancient History and Political Philosophy is to be elected at an early date.

IRELAND.

The summer science classes for teachers, held this year for the first time in Dublin, in the Royal College of Science, Stephen's Green, proved very successful. They lasted during almost the whole of July, and, with practical work, went on from 10 a.m. to 3 or 4 p.m. daily. Three courses were given—one in Physics, which was attended by 46 teachers; one in Geology and Physiography, attended by 16 students; and one in Botany, attended by 18 students. There were 80 teachers in all, of whom 10 were women. As notice of the classes was only given about a month before they commenced, this number shows a decided desire for such instruction.

Some dissatisfaction has been expressed with the arrangements made. A fee of £2 was charged to all teachers not belonging to the National schools or to schools in connexion with the Science and Art Department. In England teachers attending such holiday courses are admitted free, and receive travelling expenses and an allowance towards the cost of staying in London. Many more teachers, especially from the country, would have attended had they been treated as liberally as English teachers are.

In the recently issued Report of the Science and Art Department, Prof. Preston, the inspector of schools in connexion with the Department in Ireland, reports a further decline in science-teaching in Irish schools—at least, in any such teaching carried on in connexion with South Kensington. The same extraordinary decline is shown in the Intermediate examinations, so that it is general in Irish education. Mr. Preston attributes it to the tendency of the Intermediate system to encourage literary rather than scientific study, and to the ignorance of, and indifference to, science of the Commissioners of both Intermediate and National Education. He also points out that the same ignorance and indifference exist amongst the general public and Local Authorities, and produce a total absence of "local effort." Curiously enough, Prof. Preston gives no statistics for 1898 in support of his statement that the study of science is nearly extinct in Irish schools, but they are given in Appendix B of the Report. In 1893 there were in connexion with the Department 236 schools with 9,157 pupils, and receiving grants to the amount of £5,607. 5s. 10d. In 1897 the schools were 151, pupils 5,413, and the grants received £2,494. 4s. In 1898 the schools were 118, pupils 3,787, and the grants £2,108. 3s. 6d. The significance of these figures will be perceived when they are compared with the figures for England—nearly 147,000 pupils, and more than £161,000 in grants; or with Wales, in which there were, in 1898, 7,652 pupils, and the grants were £6,344. 4s. 10d.

Another cause of the smallness of the numbers benefiting by the Science and Art Department in Ireland is not mentioned by Prof. Preston—the unpopularity of its arrangements in Ireland, and their unsuitability to the people of this country.

The new Department of Agriculture and Industries, just instituted, will have control over technical education, and also to it are transferred all the functions of the English Science and Art Department in Ireland. The new Department will be advised by Boards, chosen largely by popular representatives, and no money can be expended, or any important work undertaken, without the consent of these Boards. It is hoped that science teaching, as well as technical instruction, will be immensely helped by these popular changes, and by the new Department. A special feature in the latter is an Educational Committee consisting of the Vice-President and of representatives of the Intermediate and National Board. Large results may follow from thus bringing the different educational authorities into communication and co-ordination.

The results of the June examinations of the Royal University were published on July 29. The examinations include all the principal examinations in Arts, except those for the Honour B.A. and M.A. degrees, the scholarships, and Junior Fellowships. The large colleges, as usual, carry off most of the honours. The most remarkable feature of the examinations is the successes, especially in classics, English literature, and modern languages and literature, of the women students. The names are only published with initials; hence only those from the exclusively women's colleges can be counted; but, even taking these and omitting all others elsewhere prepared, they take nearly one-third of all the honours awarded, though the number of women students is not one-fourth that of the men students. In Matriculation, the women's colleges take 62 out of 168 honours, and 7 out of 29 exhibitions; in First Arts, 30 out of 87 honours, and 6 out of 27 exhibitions; in Second Arts 47 out of 101 honours, and 11 out of 22 exhibitions.

Much dissatisfaction has been felt with regard to the results of the Pass B.A. Examination. About four hundred entered for it, and only about seventy-nine passed. The absence of any fixed standard for pass and for honours and the uncertainty and capriciousness of the results have always been a cause of complaint in the Royal University. The Senate have lately added history to the list of subjects which can be taken in Second Arts. This is a good change, as history and political economy were the only degree subjects in which students could not have some previous preparation from taking them in Second Arts.

The numbers of those who have passed the June Intermediate Examination have just been published. The list of exhibitions and prizes will not be issued till a week later. Eight thousand three hundred and ninety-five students in all gave notice for examination, of whom 6,164 were boys and 2,231 girls. Five thousand three hundred and nine students passed, of whom 3,898 were boys and 1,411 girls.

The publication of the Report of the Commission on Irish Intermediate Education is an event of the highest importance. It contains a most able and lucid statement of the present state of Irish secondary education, and of the chief evils which the Commissioners endeavour, by their proposed changes, to remedy. Legislation will be required to sanction the introduction of inspection, and the new method by which they wish to distribute the endowment.

Inspection will be instituted to ascertain that the buildings and sanitary arrangements of the school are good, the staff efficient, the time-table reasonable, and to test the teaching of certain subjects, such as modern languages and physical science, which a written examination cannot adequately test. No school can receive any grant which does not satisfy the inspectors, and the grant may be increased on a highly satisfactory report from them.

The grant will no longer be given in the form of so many shillings for every hundred marks gained by successful pupils, but as a capitation grant on every pupil on the "Intermediate Roll," that is, on all pupils between the ages of thirteen and eighteen (whose parents have not given in a written statement that they object to their children entering for examination), whether they pass the examinations or not. This capitation grant will be in proportion to the numbers that pass a broad, general examination, designed to test intelligence and good teaching rather than memory-work, and so easy that an average well taught pupil of the given age should be able to pass it. There will be a minimum and a maximum grant, but a special increase may be given to schools obtaining a very high report from the inspectors, or passing on a good proportion of pupils from lower to higher grades, or if the total number of marks gained by pupils of all grades be very high.

No honours or prizes will be awarded in this general pass examination. It will be held in all four grades, and, in all but the Preparatory Grade, the courses will be divided into two classes—a Grammar School Course for those intending to enter a University, and a Modern Course for pupils intended for commercial or agricultural life.

A distinct examination for exhibitions and prizes, which will be more difficult and extensive, will be held in all grades except the Preparatory (and in both the above courses). No results fees or rewards to heads of schools will be given for this examination. Some of the exhibitions will take the form of scholarships which must be spent in furthering the pupils' education during, or immediately after, the school period. To schools which prefer it the Board will hand over the amount representing the prizes gained by its pupils, to be distributed to them on any system the school authorities choose—of course approved by the Board. The capitation grant will be paid on the results of three years taken together. The school may be required to expend some of it on providing adequate means for practical science teaching or other matters.

The Board will have power also to advance money on good security for the improvement of schools, and to give special grants to start schools in localities much needing them, on the application and security of the Local Authorities.

These are the principal suggestions of the Report. It dwells also on an immense number of other subjects, such as the improvement of the examination papers, the control of examiners, the forming of a Consultative Board of practical educationists, and the details of the whole system; but no definite statement is made of the intentions

of the Commissioners on these points, as they do not need legislation and lie within the present powers of the Board.

The whole design of the new scheme is to stop the struggle for talented pupils, and their over-working in order to gain high result fees; to encourage a general efficiency of the schools and discountenance competition.

It is evident that the success of the scheme will depend on how it is carried out. No doubt the multiplication of classes it involves will be objected to; and a great evil still remains—that the system leaves untouched the teaching of pupils under the age of twelve or thirteen. But that it is an immense improvement on the present system cannot be questioned.

SCHOOLS.

BELFAST, VICTORIA COLLEGE.—The following scholarships and other distinctions have been gained at the summer examinations of the Royal University, Ireland:—B.A. Examination, Vivian Bennett, Manchester (Mental and Moral Science); Ann S. McMordie, Belfast, and Marie Pringle, Monaghan (Classics). At the Second University Examinations nine girls passed. Edith MacGiffin and Georgina Osborne were awarded exhibitions of the value of £18 each. G. Osborne obtained First Class Honours in English and in German, and Second Class Honours in French; E. MacGiffin, Second Class Honours in German, Second Class Honours in English, and Second Class Honours in Logic; May B. Gordon, First Class Honours in German and Second Class Honours in French; A. M. Woods, Second Class Honours in English. At the First Examinations in Arts sixteen candidates passed. Margaret Kellaway obtained an Exhibition of £15, with First Class Honours in French, Second Class Honours in Latin, and Second Class Honours in English; Agnes Shillidy, Second Class Honours in French; Bessie Allison, K. Bresland, and G. Lietch were recommended for Honours. At Matriculation eleven girls passed. M. S. Hull was awarded an exhibition of £12, with First Class Honours in German, Second Class Honours in Latin, in English, and in Mathematics; May Adair and Grace Spence each First Class Honours in German; E. Garrett, Second Class Honours in English, in German, and in Natural Philosophy; Annie Lynd, Second Class Honours in Latin and in German; L. Black, Second Class Honours in French. At the Cambridge Training College, E. Boyd, B.A., obtained the £20 Scholarship offered by the Guild of Old Students of the Training College. Miss Limebeer, M.A. Lond., Miss Dawson, M.A. Lond., Miss Gaskar, B.A. R.U.I., are succeeding Miss Hanna, B.A., and Miss Sutton, B.A., on the staff.

BRECON.—The following prizes have been gained in the School:—General Proficiency, J. L. Phillips; Greek, C. H. M. Nixon; Mathematics, C. T. Horton; Science, W. P. Williams; Latin Prose Composition, A. E. C. Morgan; Greek Prose Composition, E. D. T. Jenkins; Greek Verse, E. D. T. Jenkins; English Literature (Bishop of St. David's), J. L. Phillips; Divinity (Bishop of Llandaff), E. D. T. Jenkins; Reading (Lord Tredegar), A. F. S. Sladden. Higher Certificates of the Oxford and Cambridge Board have been awarded to C. W. M. Best, R. H. Gibbon, E. D. T. Jenkins, D. J. Jones, A. E. C. Morgan, J. L. Phillips (distinction in History and Greek), C. O. Spencer-Smith, E. T. Theophilus; Lower Certificates to S. W. Bell, T. J. David, E. M. C. Denny, G. Fitzwilliams, J. P. Grant, L. Griffith, H. C. M. Locke, F. H. E. Nicholls, H. E. Powell-Jones, J. E. Pugh, A. F. S. Sladden, P. Spencer-Smith, H. E. R. Stephens, E. M. Turner, J. F. Williams. London University Matriculation has been passed by J. F. Williams and W. P. Williams. D. G. Wood has gained an open classical foundation scholarship, £40 a year, at Durham University. J. L. Phillips, an open classical exhibition, £30 a year, Hertford College, Oxford; an open classical exhibition, £50 a year, Keble College, Oxford; a Copleston Exhibition, Classics and Divinity, £30 a year, Oxford. W. P. Williams, an open science scholarship, £50 a year, Downing College, Cambridge. The following distinctions have been gained by former pupils:—A. J. Harding, Foundation Scholarship (Science), St. John's College, Cambridge; Wright's Prize (Science). M. H. Ll. Williams, Powys Exhibition, £50 a year, Oxford; Second Class Honours, Classical Moderations, Oxford. D. Fitzwilliams, Silver Medal for Pathology, Edinburgh; Second Prize in Medicine. T. Roberts, G. W. R. Bronze Medal for Essay on "Signalling and Interlocking." N. H. Johnson, B.A. Worcester College, Oxford, joins the college this term.

BRUTON, SEXEY'S TRADE SCHOOL.—In the examination for the Somerset County Senior Scholarships, £60 a year for three years (two awarded), R. M. Longman took first place. In that for the Somerset County Intermediate Scholarships, £30 a year for two years (six awarded), J. Read took first place and C. Lucas fourth place.

CASTERTON, CLERGY DAUGHTERS' SCHOOL.—In the Cambridge Junior Examination for 1898 Doris Wilkinson gained the Royal Geographical Society's Silver Medal for Physical Geography. She took First Class Honours in the Junior Examination, and gained Distinction in English, Scripture, and Physical Geography. In the Cambridge Higher Local, June, 1899, Beatrix Watts and Elsie Olston took a

(Continued on page 576.)

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CLIFTON COLLEGE.—As recorded last month, the college has lost this term one of its most striking features in the person of Mr. G. H. Wollaston, M.A., who has been a master there for the last twenty-six years. Appointed by the first Headmaster of the college, the Rev. J. Percival, now Bishop of Hereford, he helped to form a Clifton tradition and worthy Clifton ideals through his large-mindedness, his many-sidedness, and, above all, his great force of character combined with a rare loftiness of purpose. His literary powers, distinguished by vividness of description and aptness of illustration, and his skill as a draughtsman, even with the uncongenial medium of chalk and blackboard, made him an unrivalled teacher of elementary science, particularly of natural history. But his great work at Clifton has been the organization of what is a very distinctive feature of Clifton College as compared with our other public schools, viz., one of the two divisions into which the day boys are grouped and which closely correspond to the "houses" of the boarders. In the work of organizing "North Town," of instilling into it the discipline, solidarity, and homogeneity of a "house," Mr. Wollaston has been greatly aided by the social gifts of his wife, a niece of the late George Richmond, R.A., and it would be hard to exaggerate the gap which they will leave behind them, not only in the college, but in Clifton generally. Mr. Wollaston is retiring into the country with the title of J.P. His place as master of North Town will be filled by one of the ablest of the younger masters, Mr. W. W. Vaughan, who lately married a daughter of John Addington Symonds.

CRIEFF, MORRISON'S ACADEMY.—At a meeting of the Governors, held on August 2, Miss Helen Macfie, M.A. Edinburgh, was, by unanimous resolution, appointed Lady Superintendent of the Girls' School. The post of Lady Superintendent had become vacant owing to the resignation of Miss Lambert.

DOLGELLEY, DR. WILLIAMS' SCHOOL.—The two entrance scholarships have been won by Beatrice Arnfield and Mary James, both of Dolgelley. The two leaving exhibitions of £25 each, tenable at any University college, have been awarded to Annie Jones, of Bala, and Mary Ellis, of Dolgelley, both of whom have decided to hold them at Aberystwyth College. The "coming of age" celebrations took place on July 25 and 26, and were entirely successful, in spite of the unpropitious weather. The Old Girls present numbered 206, many of whom had come from long distances for the occasion. Tuesday's proceedings included lunch at the school for the visitors, a public meeting, at 3 p.m., and an Old Girls' concert at 8 p.m. Interesting addresses were delivered in the afternoon by the Bishop of Bangor, Lady Verney, Miss Armstrong, Henry Hobhouse, Esq., M.P., the Rev. Cecil Grant, and others. The Tennis Tournament between past and present pupils, which was arranged for Wednesday, was rendered impossible by the weather, but a pleasant day was spent indoors. An Old Girls' meeting took place at 2 p.m., and arranged for the formation of an Old Girls' Association. The meeting also framed a letter to be forwarded to Miss Fewings (the late Headmistress, now Headmistress of the Brisbane Grammar School), expressing the regret of all at her unavoidable absence, and their deep sense of the value of her work and influence on her old school. A cablegram of congratula-

(Continued on page 578.)

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tion was received from Miss Fewings, but was unfortunately delayed in transmission, not arriving until Thursday morning.

EDINBURGH, ST. GEORGE'S TRAINING COLLEGE FOR WOMEN TEACHERS.—Four scholarships of £30, each tenable for one year, are offered by the Governors of George Heriot's Trust to students entering in October. At the Cambridge Teachers' Examinations held last June, the following students of the Training College gained certificates:—For Practical Efficiency: J. Blanshard, M. M. Buchanan, K. Wilson, E. Campbell, M. C. Russell, E. P. Goodfellow, G. I. W. Meiklejohn. For Theoretical Knowledge: J. Blanshard, E. Campbell, M. J. Currie, E. P. Goodfellow, G. I. W. Meiklejohn, M. C. Russell, M. M. Buchanan, K. Wilson. The Gilchrist Travelling Studentship of £70 for Women Teachers will, in December next, be in the award of the Committee of Management of the Training College.

FOLKESTONE, KENT COLLEGE.—The Headmistress, Miss Chudleigh, and the first assistant-mistress, Miss Johns, M.A., have resigned, and are opening a school at Queenwood, Eastbourne, in September. The distribution of prizes took place on Wednesday, July 19, in the Town Hall, Folkestone, at 3 p.m. The Chairman of the Company, J. Holden, Esq., J.P., presided, and the prizes were distributed by Lieutenant-General Sir William Stirling, R.A., K.C.B. The hall was crowded, and before the prizes were distributed, a short musical programme was gone through, and some excellent recitations were given. Sir William congratulated the Headmistress and staff on the satisfactory conclusion of the year's work, the excellence of which was attested by the number of University successes; among them being one London Intermediate Arts, and First and Second Classes in the Cambridge Higher Locals, as well as a number of passes in the Senior, Junior, and Preliminary Cambridge, and the various music and drawing examinations. After the prizes had been presented an exhibition of physical work was given, in which some graceful and difficult exercises were performed, under the direction of Miss Gibson. Sir William Stirling was much pleased with the precision and smartness with which the girls went through their drill.

GUERNSEY, ELIZABETH COLLEGE.—The Mainguy Scholarship fell to I. A. Lainé—Adair, who was first, being under sixteen. The Mainguy Latin Medal went to Le Marinel. The Collings Greek Prize to Weldon. The Miller Prizes were awarded, (VI., £10) to Adair, (V., £6) to Mainguy i. and (IV., A., £4) to Mainguy ii. G. A. W. Humphreys Davies has been elected to a Channel Islands Scholarship for Classics at Pembroke College, Oxford. All our Woolwich candidates have passed (13th, 36th, and 47th); and all our Navy candidates, viz., two for engineer students and one (3rd) for Naval Cadets. The O. E. Distinctions include the post of Port Admiral at Portsmouth, "Proxime" for the Cravens, Oxford; and two D.S.O.'s. Mr. G. E. V. Austen, New College, Oxford, joined us at the beginning of the year as senior classical master. The cricket "house" matches resulted in a victory for the country in the Senior Ties, and for the School House in the Juniors. We were successful in both our matches against Victoria College, Jersey. The new challenge cup for aquatics was carried off by E. Anderson.

HALESOWEN GRAMMAR SCHOOL.—County Council Scholarships have been awarded to H. T. Goodman and H. W. Wyld; Lord Cobham's Prize, H. T. Goodman; Headmaster's Prizes, F. C. Hill, A. H. Wright, S. J. Woodall, T. F. Homer; Latin and French, H. T. Goodman; Mathematics, H. T. Goodman; Divinity, A. H. Wright; First in French (38th of 7,786, Stonebridge Centre, Cambridge Locals), F. C. Hill. The Bowen Scholarship of £100 at Mason College, Birmingham, has been awarded to S. B. Priest. On August 1, the prizes were distributed by Mr. F. E. Kitchen, formerly Headmaster of the High School, Newcastle-under-Lyme, who inculcated strongly the value of reading really good English works if the power of expression were to be kept up in the country. There was a crowded attendance of governors, parents, and other friends.

HARROW, LOWER SCHOOL OF JOHN LYON.—Mr. G. E. Taylor has been appointed science master; and Mr. P. L. Godwin, formerly at Clacton-on-Sea Grammar School, woodwork instructor.

HEREFORD CATHEDRAL SCHOOL.—The following entrance scholarships have been awarded:—Senior Philpottine Scholarships, F. F. Nott and A. E. Morris; Junior Philpottine Scholarship, T. E. Oakeley; Lanfordian Scholarship, T. O. B. Wilmshurst. The Fraser Scholarship of £100 at Oriol College, Oxford, has been gained by A. E. Boycott.

IPSWICH SCHOOL.—Speech Day at Ipswich School was on July 27. The Bishop of Ipswich presided, and gave away the prizes. Scenes from Molière, Shakespeare, and Aristophanes were rendered with spirit. The Honour List included two science scholarships at Cambridge. The Headmaster announced that the Holden Memorial Fund, just started, had already reached £130. The founding of two new prizes was also announced, one given by Prof. E. B. Cowell (O.I.), of Cambridge (for classics); the other by Mr. Edward Rose (O.I.), the dramatic author, for an essay on Political Economy and History.

KESWICK SCHOOL.—The first Annual Speech Day was held on Wednesday, July 19, in the Victoria Hall, the school buildings, although so recently erected, being too small to contain the many friends who desired to be present. Canon Rawsley, Chairman of the

(Continued on page 580.)

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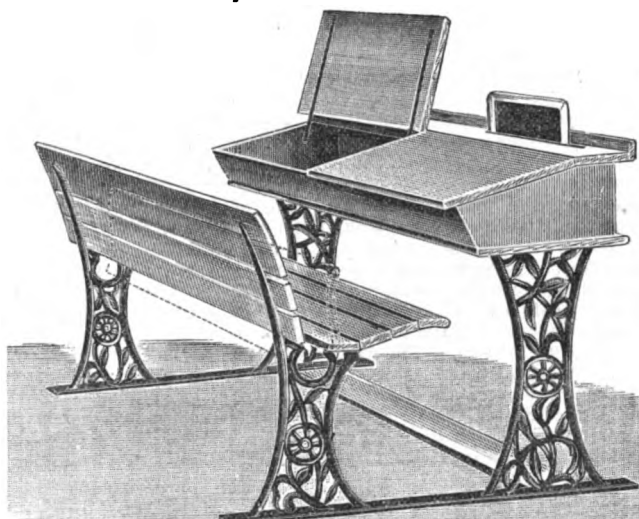
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Governors, presided, and the prizes were distributed by the Ven. the Archdeacon of Manchester (Dr. T. M. Wilson, late Headmaster of Clifton), who gave a highly interesting and significant address on Secondary Education, impressing on his hearers the responsibility that lay on those who were pioneers of co-education. It should be added that Mr. Sandford, Headmaster of the dual High School at Brookline, Mass., U.S.A., visited the school during the term, and expressed much satisfaction at finding that the system which has been so successful in the United States was being developed so vigorously in England.

LONDONDERRY, STRAND HOUSE SCHOOL.—At the Royal University Matriculation, Maria Morris took French Honours, Class I., third place; Latin Honours, Class II.; English Honours, Class I. There were six passes. In First Arts, Madge Coffey took French Honours, Class I., second place; English Honours, Class I., second place. There were six passes. In Second Arts Elizabeth Reid took English Honours, Class II., second place. There were two passes. Drapers' Company's Scholarship (£105) has been awarded to Elizabeth Reid. Irish Society's Scholarships (£90 each) have been gained by Madge Coffey and Maria Morris.

READING SCHOOL.—The following are the principal prizes and distinctions gained this term:—A mathematical exhibition at Worcester College, Oxford; a mathematical scholarship at Jesus College, Oxford; a First and Second Class at London Matriculation; a clerkship in the Royal Navy. B. Sharp, Esq., M.A., late scholar of Brasenose College, Oxford, and Headmaster of Lord Williams' School, Thame, has joined the staff.

ROSSALL.—The following prizes and distinctions have been gained in the School:—Council Exhibition, H. Fyson; Classical Exhibition, R. J. Shirt; Phillips Exhibition, C. H. Woodman; Lord Egerton's Prize, F. R. G. Duckworth; Ainslie Medal (Mathematics), A. P. W. Storrar; Modern School (Mathematics) G. C. Hubbard; French Prize, F. R. G. Duckworth; German Prize, W. S. Edmonds; Science Prize, W. H. Hodgson. The annual school concert was held on July 31, and included, among other items, two songs on the winning of the Ashburton Shield. Summer holidays began August 1, and will end September 20.

WARE GRAMMAR SCHOOL.—Mr. T. H. Walton, R.A., and Mr. Larkworthy have left this summer; their places have been supplied by Mr. E. Dungey (London University), and Mr. E. C. King. The prizes were distributed on the 28th ult., in the Ware Town Hall, by Abel H. Smith, Esq., M.P. The usual "At Home" was held at the Master's Lodge, when the cricket average bats, fives ties prizes, &c., were distributed.

WESTMINSTER.—Queen's Scholarships have been awarded to E. W. Lane-Clayton (Mr. Hussey's, Folkestone), R. G. Gardner (Mr. Oldham's, Eastbourne), E. A. T. Taylor (Mr. Allen's, East Sheen), J. S. Lewis (Mr. Stallard's, Hampstead), G. W. Phillips, A. J. Coleby, and E. W. D. Colt-Williams (Town Boys), F. M. Maxwell (Mr. Robinson's, Godalming), G. Cooper-Willis (Town Boy), A. G. R. Henderson (Felsted), B. G. Cobb (Mr. Helbert's, Winchester), O. H. Walters (Mr. Stallard's). Exhibitions have been awarded to M. Shearman and O. C. Chapman (Town Boys), H. Scott (Mr. Egerton's, Portman Square), G. R. Y. Radcliffe (Mr. Underhill's, Maida Hill), H. T. Tirard (Miss Selby's, Surbiton), H. F. Saunders (Town Boy). The following prizes and distinctions have been gained in the school:—Elected to scholarships at Christ Church: H. L. Henderson, W. C. Stevens, and G. R. Palmer; elected to Trinity: S. A. Sydney-Turner (major scholar elect of Trinity), F. Young, and H. R. Lonsdale; elected to exhibitions at Christ Church: A. McKenna and B. H. Willett; Triplett Exhibitors: F. T. Barrington-Ward (scholar elect of Hertford College, Oxford) and F. Young; Samwars' Exhibitors: S. A. Sydney-Turner and F. Young; Ireland Prizes: H. L. Henderson (Latin), F. T. Barrington-Ward (Greek); Phillimore Prizes: F. T. Barrington-Ward (Essay), F. G. Joseph (Translation); Gumbleton Prize: S. A. Sydney-Turner; Cheyne Prizes: B. H. Willett and P. H. Ormiston; Marshall Memorial Prizes: T. Mavrogordato, A. A. Milne, and P. H. Ormiston; Marshall Prize: L. H. Bennett; Jones Prize: A. A. Milne; Masters' Prize: A. A. Milne. The following college scholarships and other distinctions have been gained outside the school:—J. S. Phillimore, Professor of Greek, Glasgow University; W. C. Mayne, First Class, Classical Tripos; P. T. Jones and M. L. Gwyer, First Class, Classical Moderations; W. F. Fox, First Class, Jurisprudence, Oxford, Hertford Scholarship; W. C. Mayne, Major Scholar, Trinity College, Cambridge; M. L. Gwyer, Honorary Scholar, Christ Church, Oxford; W. S. Hopkyns, Fell Exhibition, Christ Church. Mr. H. Steen, modern language master, retires after thirteen years' service, and is succeeded by Mr. W. A. G. Etheridge, M.A. Oxon.

WESTWOOD HO! UNITED SERVICES COLLEGE.—C. E. Thompson, M.A. Corpus Christi College, Cambridge, has been appointed modern language master; F. F. Mee, B.A. Wadham College, Oxford, Navy class master; T. L. Kember, B.A. Exeter College, Oxford, Junior School. The annual prize-giving festivities and Old Boys' reunion were held during the last week in July. The prizes were distributed by Gen. Sir Gerald Graham, V.C., G.C.B. An O.Bs.

(Continued on page 582.)

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qui contrainst Faust à travailler. Mais je devinais sous cette espèce de dureté par laquelle il s'imaginait peut-être me plaire, en critiquant mes confrères—le pauvre enfant!—une souffrance réelle. J'y retrouvais surtout cette excessive fureur d'orgueil prématuré propre à notre âge—j'entends dans le monde de ceux qui pensent. Car autrefois la dureté des ambitions était pareille, seulement elle sévissait moins chez les lettrés. Aujourd'hui que l'universelle nivellement donne à l'artiste connu une situation plus brillante, au moins en apparence, les lettres apparaissent à beaucoup comme une chance de fortune rapide. Ils les abordent donc, comme d'autres entrent à la Bourse, exactement pour les mêmes motifs. Il y a pourtant une différence. Le "féroce" de la coulisse ou de la remise se sait un homme d'argent. Le "féroce" de lettres prend volontiers sa fièvre de parvenir pour une fièvre d'apostolat. Cela fait, vers quarante ans, si le succès n'est pas venu, des âmes terribles où les passions les plus douloureuses et les plus viles saignent à la fois. On l'a trop vu parmi certains écrivains de la Commune. Tout en écoutant discourir ce jeune homme, je sentais percer en lui le réfractaire enragé pauvre; mais c'était un réfractaire à la date du jour et de l'heure. Il s'était gardé à carreau par un fond de prudence bourgeoise et aussi par un goût de la haute culture qui eût dû le sauver, qui le sauverait peut-être.

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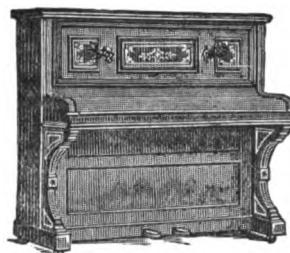
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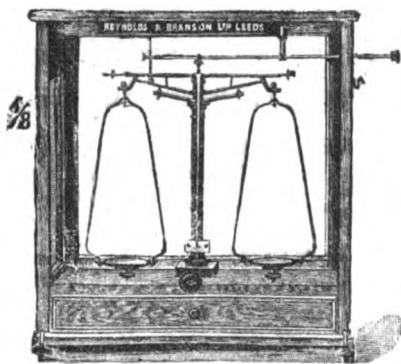
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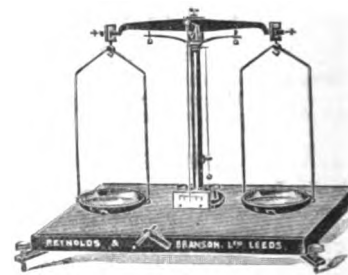


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The writer argues that, in order to test the efficacy of systems of physical culture employed in schools, it is necessary to measure the individual children, and, in order to obtain a standard by which to judge of their progress, large numbers of children must be measured. He then proceeds:—

Although the physical conditions upon which the activity of mind depends are so complex, and so much is still unknown, yet it can be said with almost a certainty that at the ages in which children grow rapidly there should be a corresponding reduction in the amount of study required, and this should be done even if the pupil is mentally capable of doing more, for no pupil should be developed in mind to the detriment of bodily conditions. The bright scholar, whom parents are too often inclined to push, needs it the least, especially if his physical condition is inferior to his mental. The saying that apples which ripen slowest last the longest is as true as it is homely. The systematic collection, then, of physical statistics in the public schools will furnish valuable facts for the hygienist and the educator.

It would, however, in our opinion, be very rash to assume that amongst those valuable facts we should find any indication that, during the period of most rapid physical development, the amount of mental effort ordinarily exacted would be detrimental to the pupil's bodily conditions. We disagree entirely with the statement that the bright scholar needs less pushing on than the dull one. To continue the figure of the apple, it must be in the experience of every teacher that a dull boy "reaches the end of his tether"—that is to say, ripens to the full extent of which he is capable—at a very early age compared with the really clever boy, who may never ripen at all in the sense of reaching the state of maturity in which he is incapable of further mental progress. Therefore, the boy whose mind is capable of almost indefinite expansion needs far more pushing on at every stage of his development than the boy of markedly more limited capacity if the best results are to be obtained in his particular case. We cannot see that the necessity for this is in any way affected by the fact that a boy is of inferior physique. There is no doubt whatever that a boy of inferior physique, whatever his mental capabilities may be, will not stand pushing to the same extent as a strong boy; but that is not what is implied in the statement made above—that he needs it less. The amount of school work which may be done by boys of varying intellectual calibre without detriment to their physical or mental progress is a most interesting subject for inquiry. Our own impression, formed as the result of recent experiments at Haileybury, is that very dull boys make better progress mentally if a subject, such as handicraft, which appeals less directly to the intellect, be substituted for some portion of the ordinary school curriculum. The difference of opinion which we have indicated emphasizes in a very marked degree the desirability of systematic and impartial observation.

The writer next points out that the systematic study of the normal human being has been neglected in favour of that of criminals, lunatics, inebriates, and other abnormal types of a low order. He urges that normal man, the foundation of every community, and abnormal types of a high order—men of great talent or genius—should be studied, in order to learn those conditions and characteristics which lead to success in life.

He next deals with certain objections to psycho-physical methods, pointing out that the measurements made are measurements of the body, or of physical effects in the body arising from either physical or mental causes, or from both; that in the present state of our knowledge it would be hazardous to say to what extent such measurements are physical, mental, or emotional; that the impression often formed that psycho-physical measurement ignores introspection is a misconception; but that, in order to arrive at just conclusions about the more complex states of consciousness, we must first, by careful experiment, form a correct judgment concerning the more elementary phenomena. He concludes this part of his subject by saying: "Speaking of the common error which makes experimental psychology a mere study of sensation and reaction time, Munsterberg says: 'Association and attention, memory and judgment, space and time, feelings and will, &c.—these are the problems of study where the future of experimental psychology

lies." The importance of these problems to the teacher is obvious.

The writer next proceeds to discuss the question of the practical utility of anthropometry, pointing out that it is better to have too many data than too few; that in all new sciences there must be a certain amount of groping in the dark, of experiments which lead to nothing, of observations which are of no practical utility; but that negative results may be useful for future study in indicating what methods, &c., to avoid. He argues that, though the objection is true that unrelated facts, like a pile of bricks, do not make a house, yet you cannot build a house or form a science without these separate facts—they are the material itself. He adds that it may "be said, in general, that the primary object of science has always been truth for its own sake, and under the inspiration of this ideal many discoveries of the greatest utility to humanity have been made."

The writer next discusses the question, What is a normally developed child?

This question might be answered, but only within certain limits, owing to the variation and complexity of the human species. A method of inquiry would be to seek out the positively abnormal children, and find what characteristics are peculiar to them. The remaining children in a general way might be called normal. At present, the desire is to find the average, the type or types of the great mass of children. This can be done only by measurements on large numbers—these measurements to be summarized according to the statistical method. It is a common saying that "almost anything" can be proved by statistics. This may be true with their wrong interpretation. Yet without statistics there is little or no basis for opinion or conclusion. Every additional observation through counting, measuring, or weighing, every repetition of an experiment, when applied to large numbers, lessens the amount of error, giving a closer approximation to truth, against which preconceived ideas or theories have little weight. According to Hasse, one of the aims of anthropometry is to find the normal relation between mental and physical development. The close relation of anthropometrical measurements of school children to hygiene will be evident when it is asked within what general limits shall growth in height, weight, strength, &c., be considered as representing a healthy normal child. In our present state of knowledge it would be hazardous to define a normally developed child.

"Bell's Cathedral Series."—(1) *York*. By A. CLUTTON BROCK. (2) *Lincoln*. By A. F. KENDRICK, B.A. (3) *Wells*. By the Rev. PERCY DEARMER, M.A. (4) *Gloucester*. By H. J. L. J. MASSÉ, M.A. (5) *Beverley Minster*. By CHARLES HIATT. (Bell & Sons.)

We heartily welcome these volumes of Messrs. Bell's series of historical and architectural guides to cathedral and other minsters. And we are glad to say that we have very little fault to find with any of them. Like their companions, they are profusely and excellently illustrated, and are cheap and handy. The one which pleases us best is that on Wells Cathedral. The author had an unusually good supply of first-rate modern authorities to help him, and has written a most satisfactory account of the church and its history, both from their works and from his own knowledge and observations. In defending the west front against Freeman's charge of unreality, he sensibly remarks that it makes no pretence to be other than what it is—a front, and not an end; and pleads that it should stand on its own unquestionable merits. He might, indeed, have added that it does not, like the west front of Lincoln, do any damage to the effect of the building as a whole. His attempt to defend the smallness of the doors leaves us unconvinced. The mischief which has been done by the substitution of Kilkenny marble in place of the blue lias shafts is justly condemned. Visitors will be glad to have the beauty of the north porch brought before them. The inverted arches, by which the builders of the fourteenth century strengthened the supports of the central tower, actually please Mr. Dearmer's eye. We do not share in his admiration, but acknowledge the ingenuity displayed in these "ungainly props." In spite of modern Vandalism, Wells still remains the richest of our cathedral cities in buildings belonging to the Church; and the Chain Gate, the Palace, the Vicar's Close (with its little houses and chapel), and other buildings receive adequate and appreciative notice.

The York volume is unfortunately disfigured by some mistakes in the early history of the Church in Northumbria. The pall (*pallium*), or vestment which was held to confer metropolitan rights, was not sent to Paulinus "immediately after" the baptism

of Edwin in 627; he did not receive it until after he had left his see in 633, so that he was never really archbishop. The British Church should not be confounded with the Church of the Scots. We cannot make out who the King Alfred was under whom the quarrel between the Roman and Scottish parties came to a head, and can only suppose "Alfred" to be a slip for "Oswy." There are some misconceptions with reference to Bishop Wilfrid's troubles. No one—not even Wilfrid himself—contended that Archbishop Theodore had not metropolitan jurisdiction in the North. Mr. Clutton Brock seems to us unduly severe on the west front of York. With most of his other architectural remarks we fully agree, and specially commend what he says as to the "lack of emphasis," both in structure and details, in the interior of the minster.

Mr. Massé has some interesting notes on the precincts and monastic buildings of Gloucester. His work on the architecture of the church strikes us as rather thin.

Mr. Kendrick's book on Lincoln is satisfactory, both as regards the history and the architecture of the church. He points out how the west front, imposing as it is in itself, has, unlike the west front of Wells, marred the church—a far more serious thing than an accusation of unreality. It entirely masks the lower part of the western towers, makes them appear too close together, and deprives them of the important share which they should have had in the *façade*. The architectural value of the work of Bishop Hugh is thoroughly explained, and its purely English characteristics are pointed out in a long extract from a letter of the late eminent French architect Viollet-le-Duc. Mr. Kendrick fully understands the beauties of the church—the fine western towers, the central tower (the noblest example of its class in England), the dignity of the exterior of the east end, and the extraordinary grace of the angel choir.

Beverley Minster, though not a church of cathedral rank, well deserves to be included in this series. We are more in agreement with Freeman's strictures on the gable of the west front than with our author, who quotes and combats them. The low, broad gable offends us, not so much because it is a sham, as because, in our opinion, it is ugly in itself, and is indisputably not in harmony with the noble window below it. Still, the front, as a whole, is beautiful, and the western towers full of grace. Mr. Hiatt's praise of the front of the greater transept is not a whit too enthusiastic; the two rows of triple lancets are exquisite. He also justly praises the *triforium*, calling attention both to its composition and to its continuity throughout the building. Our own pleasure in it is, we confess, somewhat lessened by the fact that it has no structural importance, and is merely ornamental—an arcade placed on a wall. He should not talk of "essentially cathedralesque qualities." A church is a cathedral church simply because it contains the *cathedra*, or official seat of a bishop; its "qualities" have nothing to do with the matter. His volume ends with a chapter on the fine parish church of St. Mary at Beverley.

"Macmillan's Classical Series."—*M. Tulli Ciceronis pro A. Cluentio Oratio*. Edited, with Introduction and Notes, Explanatory and Critical, by W. PETERSON, M.A. Edin. and Oxon., Hon. LL.D. St. Andrews and Princeton. (Price 3s. 6d.)

Mr. Peterson has so long been recognized as a leading authority on this masterpiece of Cicero's forensic oratory that it is almost unnecessary to state that his long expected edition of the speech is scholarly, lucid, and full of benefit to the student. Together with his excellent translation, it forms a complete whole, and it is no disrespect to the well known editions of Ramsay and Fausset to say that a reader of the "Pro Cluentio," whether at school or at the University, will find that Mr. Peterson has supplied almost his every want.

One of the first things that one is inclined to turn to in every new edition of the "Pro Cluentio" is the version of the Scamander incident concerning the poison in §§ 47 and 53. The difficulty has, of course, always been to explain why Diogenes should be selling the poison to Scamander, when it had been arranged that it should be administered by Diogenes himself. Mr. Peterson gets over the difficulty by suggesting that Scamander had brought the money wherewith to pay Diogenes for his services in administering the poison, and that Diogenes had brought the poison with him to show Scamander that it was ready. Hence both packets—poison and money—were found at the same time in Scamander's hands. But why should *adferret* in

§ 53 not mean "administer" instead of "bring"? Then the difficulty disappears at once. § 53 will be rendered: "I dwell at considerable length upon the argument that Scamander had been led into a snare by Diogenes, and that the agreement between the two had been about something quite different, viz., that Diogenes was to *administer* physic, not poison." *I.e.*, Scamander, acting for Fabricius, was about to give the poison to Diogenes to be administered to Cluentius, together with money, as a bribe for committing the crime. In § 172, *attulisset venenum* is used in precisely this sense of "administer."

Mr. Peterson's introduction to this edition is especially valuable to the student, and, in particular, that portion of it which refers to the much-debated question whether Cluentius was impeached under the Fifth Chapter only of the Lex Cornelia, which related to poisoning, or under the Sixth as well. Mr. Peterson comes to the conclusion that the charge was made under both chapters, despite the fact that Cluentius, being an *eques*, was not amenable to the Sixth, which applied to senators only. His argument is learned and, as we think, conclusive, based mainly on the contention that the prosecution appears to have advanced the argument that Cluentius was morally guilty under the second head, and also that the time had come when, in view of the changed conditions of judicial administration, the scope of the statute should be extended, by the establishment, even retroactively, of such a precedent as this, to others, besides senators, who might be guilty of similar offences. Zumpt's assumption, based, as Mr. Peterson points out, on but scanty evidence, that bribery was the main charge against Cluentius, but that it was brought under a clause of the Lex Cornelia which was applicable to all persons without distinction who should be the "cause of death" to others (*cf.* Paulus, "Sent. rec." v. 23, 1 and 10, "poenam deportationis infligit ei qui . . . mortis causam praestiterit"), is ably dealt with, and the careful reader will, we think, feel little doubt that Mr. Peterson is right in his view.

The text of this edition has been, as Mr. Peterson states, constituted on independent lines. While recognizing to the full Classen's great service in establishing the authority of S (the "Codex Salisburgensis") and T ("Codex Laurentianus") as at least equal with that of P (the "Palimpsestus Taurinensis"), Mr. Peterson has no hesitation in deserting the great critic where he thinks fit, and introducing emendations of his own. For example, in § 72, he removes entirely the words "*queritur se ab Oppianico destitutum*," which in all MSS. follow "*simulatosque vultus*," correctly regarding them, in view of their repetition lower down, as "index words, such as would naturally be written in the margin to serve as guide to a memorable passage." Again, in § 83, he boldly reads, "*iudicem cui, quod tu dicis, pecuniam dederant*," in quite justifiable defiance of all established precedent. Other instances might be quoted; but enough has been said to show that Mr. Peterson has the courage of his own convictions, and, it may be added, the ability to give sound reason for those convictions.

The explanatory notes are clear and satisfying, and the whole book, concisely put together and excellently printed, is one that no student of Cicero can afford to be without, especially when he remembers Niebuhr's advice to a young man who wishes to devote himself to philology (quoted by Prof. Ramsay), "For the study of language I recommend you, above all, Demosthenes and Cicero. Take the speech of the former 'For the Crown,' that of the latter 'Pro Cluentio,' and read them with all the attention you are master of."

Landmarks in English Industrial History. By G. T. WARNER, M.A., sometime Fellow of Jesus College, Cambridge; Assistant-Master at Harrow School. (Blackie.)

Among the many books on English economic history which have lately appeared, Mr. Warner's occupies a special place. It is not the result of independent research—that he frankly allows—yet it is very different from the dreary handbooks ordinarily compiled from the works of others. Written, as it evidently is, by a man of thorough education, well read in the modern literature of his subject, and with considerable facility of expression, it is, we think, considering its size, the best arranged and clearest record of the industrial history of this country that we have ever read. The matter of many volumes has been carefully thought over, and is presented here in as pleasant a form as possible. People who shrink from attempting to master big books, or who are, perhaps, not in a position to

make the attempt, and yet abhor the aridity unfortunately common in school manuals, may here find an opportunity for learning much about the conditions of English industry and commerce in past times—without recourse to either big books or dry summaries—from an author who has not only made himself thoroughly conversant with his subject, but knows how to impart his knowledge to others.

Beginning with the earliest notices of British agriculture and commerce, his book goes down to the present time, when European nations, still adhering to Protection, are seeking to imitate and surpass the commercial success of Great Britain. In his first chapter we think that he somewhat under-estimates English trade before the ninth century; and in speaking of later, though still pre-Norman, times, he should have noted the fame of the English in all smiths', and specially in goldsmiths', work. In his sketch of early town life he dwells forcibly on the two principles which governed trade in those days—association and morality. Men-traded, not as individuals, but as members of an association; and the prices and qualities of goods were not left to the decision of supply and demand—they were regulated by notions of fairness. Trade was regarded as a municipal matter, until the commercial policy of Edward III. looked beyond the towns. The King "treated the nation as a whole," and sought to increase the volume of foreign trade in order that goods might be bought cheaply, without much care as to the hands into which trade fell.

The exclusiveness of the craft guilds tended to promote industries outside their jurisdiction, and so injured the old corporate towns, many of which were in a decaying state by the early part of the sixteenth century. The weavers were foremost in breaking loose from guild control. The increase of cloth-making did much to mitigate the injury inflicted on the poor by enclosures, on which Mr. Warner has a specially interesting chapter. A full and clear explanation is given of the mercantile system, and the singular fallacy which led to the idea that, if exports fell below imports in value, the country must be on the road to ruin. A colonial policy which treated colonies as existing for the advantage of the mother-country was based on mercantilist doctrines. Restrictions on their trade exasperated the American colonies, and their complaints were met in an unconciliatory spirit. Yet, as is pointed out here, "in the abstract matter of rights, England's case was as strong as that of the colonists." The mercantilist system of interference with trade was overthrown by Adam Smith, and a period of *laissez faire* succeeded, in which liberty and free competition were declared essential to prosperity. Sound as the new doctrine was in theory, it left man out of the question, and afforded a defence to the selfishness and tyranny of capitalists and other subordinate employers of labour. Philanthropists justly demanded that the weak should be protected, and—so far as the conditions of labour are concerned—the system of *laissez faire* has been partly abandoned. Mr. Warner gives a sufficient account of the principal stages in the development of English industry in the eighteenth century through mechanical inventions, and has an excellent chapter on the agrarian revolution which brought about the practical extinction of the classes of yeomen and small working farmers, and led to the modern division of landlords, farmers, and labourers. His book is an admirable introduction to the study of the economic history of England, so far as industry is concerned; should find a place in all school libraries; and may be read with pleasure and profit by thoughtful people of all ages and classes.

Selections from the Sources of English History: Being a Supplement to Text-Books of English History. B.C. 55 to A.D. 1832. Arranged and edited by CHARLES W. COLBY, M.A., Ph.D. (7½ × 5 in., pp. xxxvi., 325; price 6s. Longmans.)

Mr. Colby is Professor of History in McGill University, and, out of the fullness of his knowledge of the sources of English history, he has given us a good and most interesting selection of passages from writers contemporary, or very nearly so, with the matters of which they speak. To this he has prefixed a clear-sighted and useful introduction dealing with the writers themselves, the extracts chosen from their works, and the uses they may have for the young student. By slightly modernizing here and there, he hopes he has kept the book well within the range of ordinary schoolboys of sixteen years of age. In this he has certainly been successful, though we think the modernizing

might have stopped at the middle of the sixteenth century. Prof. Colby, we are glad to note, has a very catholic view of history, and, for his present purpose, refuses to be bound down by the views of those who vainly endeavour to treat history as if it could be made an exact science—an endeavour which can only be partially successful when most of what is interesting and helpful to the young student is omitted. We cannot eliminate human nature from human documents, contemporary or otherwise; and human nature is not exact. Even if we limit ourselves to State Papers, Acts of Parliament, Treaties, and the like, we can only approximate to scientific exactness, while we shall fail to show what manner of men and women they were who lived in days gone by, and what their lives and their thoughts were like, and what they cared for. And so the 117 extracts are not restricted to constitutional matters, but range over social life and movements, commerce, descriptions of persons and places, and other such things as made J. R. Green's History so fascinating to most of us.

There remains the question as to how these extracts are to be made useful to a student; for the views and assertions even of contemporaries are not always entirely accurate—sometimes very little so—and should never be dealt with incautiously and uncritically. So we find each extract provided with a brief introductory section, stating the source and the limitations with which its assertions and views should be received. But, even so, we have still to consider what benefit other than mere enjoyment the student is to gain. This is dealt with in the general introduction. Apart from the pleasure of hearing about a period at first hand, the student will inevitably be induced to make inferences of his own, and to test their accuracy, when he can, by comparison with other assertions. He will gain a certain consciousness of the ways in which the old writers looked at their subjects—a touch, as it were, of the atmosphere of times past which cannot very well be transmitted except by the documents themselves.

So long [says Prof. Colby] as he is ignorant of the manner in which historical books are prepared, he must continue in a state of painful subjection. One recommends the beginner to read passages from original sources, that he may qualify himself, in a measure, for the office of critic. The smattering of information which he obtains will have a certain value; but it will be relatively small. The great benefit which he may expect to receive is a new perception of the difference between various kinds of materials, some faithful, others misleading. . . . One cannot promise that, technically, his criticism will deserve very wide attention; but he will read with increased intelligence, and will be less apt than before to ground rigid beliefs on a slender basis. In a word, the novice will prize accuracy the more he realizes the difficulties which stand in the way of securing it.

He will have gained his first inkling of what a history is, and of the task of the historian in producing it. Such a glimpse into an intellectual workshop is always interesting and invigorating. Prof. Colby deserves the gratitude of all teachers of history for having provided us with the means of giving such glimpses to boys and girls in our schools and to other young students. We very heartily recommend his selections and his excellent introduction. The idea of the book is not entirely new. It has already, in fact, partly been carried out in that admirable series, "English History from Contemporary Writers." But, though Prof. Colby's extracts are sometimes rather too short, the ground covered is far greater than in that series, and the difference in cost is considerable.

A New Handwriting for Teachers. By M. M. BRIDGES.
(Oxford University Press.)

An ingenious person, who would scorn to be called an "educationist," has declared that, in English schools to-day, as many "styles" of writing are taught as there are Articles of the Church of England, and that every single one of them is wrong. Principal Salmon's useful little book on the "Art of Teaching" gives specimens of sixteen, and it must be admitted that there is little of beauty about any of them. What *desideratum* shall we consider first, what next, and what last? How are we to determine whether we are to be guided in our choice mainly by conditions of beauty, or legibility, or speed, or hygiene? It would appear that speed must wait its turn; to give it first place would be to enthrone stenography, as it loves to be called, and stenography is not yet what it no doubt will

become when the waste of time by means of excessive haste becomes the rule of life.

The teachers of reading and speaking are beginning to protest against the growing trick of clipping our words and so mis-calling God's creatures, that is, things. Will not some one rise up and protest against another aspect of the same vice—the clipping of the written alphabet that cost Cadmus so much trouble? A great sage has declared that reading and writing come by nature. And so they do, if you mean beautiful reading and beautiful writing; for each is an expression of an intelligent self, and natural self-expression; that is, expression restrained by self alone to express an intelligible purpose is never ungainly. Ungainliness comes in at once when some one endeavours to limit modes of expression and to make every one else conform to the minimum of modes devised by himself. This is the crime of those who teach reading by "pattern," and of those who find out and teach the fewest curves and lines out of which writing can be made. The "natural" reading of a child, its expression in its own voice of as much as it can feel, is beautiful; and, if a child is left alone to imitate a plain calligraphy or even print by curves and lines that express its own gestures, it will make for itself a legible and comely writing. *Expertis credite.* But you must not limit its curves.

Mrs. Robert Bridges has shown us, in this truly beautiful little book, her notion of the style which a free imitation of the Italianized Gothic of the sixteenth century may be expected to produce; and she prints us an alphabet for children to copy. Her own reflections, both for their wisdom and for the stately English, are a lesson in themselves.

"A child must first learn to control his hand and constrain it to obey his eye. At this earliest stage, any simple forms will serve the purpose; and hence it might be further argued that the forms are always indifferent, and that full mastery of the hand can be as well attained by copying bad models as good. But this can hardly be. The ordinary copy book, the aim of which seems to be to economize the component parts of the letters, cannot train the hand as more varied shapes will; nor does this uniformity, exclusive of beauty, offer as good a training to the eye. Moreover, I should say that variety and beauty of form are attractive, even to little children, and that the attempt to create something which interests them cheers and crowns their stupendous efforts with a pleasure that cannot be looked for in the task of copying monotonous shapes."

It is probable that the "mere untidiness" of the common English hands is the result of mere haste. Some quick, cursive hands do indeed, as Mrs. Bridges admits, show points of real beauty, but these are hands which have "character," which probably means that the writer would have done well for himself under any system; whereas the average hands, which are the natural outcome of the old copy-book writing, degraded by haste, seem to owe their common ugliness to the mean type from which they sprang.

We commend the beautiful specimens and the alphabet constructed by Mrs. Bridges to the careful consideration of teachers. They may not be able to adopt all her work, but they can adapt it; and they will probably find that beauty, legibility, and hygienic conditions will be secured indubitably, and that reasonable speed will come in time. And, in the meantime, the book is well worth having.

Common Sense in Education and Teaching. By P. A. BARNETT.
(Price 6s. Longmans.)

We are glad to see in book shape the course of lectures to which we listened with much interest at the College of Preceptors in 1898.

"Common Sense in Education" does not presume to take the place of teaching and organization. It is meant rather to serve as preliminary to it—as an introduction to the systematic study of education, less perplexing because more uniform, being the record of the experience and observations of one person, whose business it is to form an opinion about teaching and teachers in both primary and secondary grades, and who is concerned particularly to discover what things most profitably occupy the attention of the teacher at the beginning of his career.

So the advertisement modestly puts it, and we may endorse the advertisement by testifying that the book is profitable for instruction to the primary teacher as enlarging his horizon and opening out prospects not contemplated in Queen's Scholarship Examinations, and to the public-school master as laying

bare the foundations of his art, about which he rarely troubles himself.

The art of teaching is one and indivisible, and the language of the Athanasian Creed would not be too strong to condemn those who hold that there is one art for the elementary teacher and another, or none at all, needed for the public-school master. Yet when we descend from psychology and ethics, or, rather, from the middle axioms supplied by these sciences, to the daily round of the class-room and the particular subjects therein taught, it is obvious that we must make distinctions. For the public-school master the best way of learning to read can have only a theoretical interest, and the primary-school master is not likely to find interest of any kind in the question whether boys should continue to write Latin verse. Herein lies the weakness of the book. "Every teacher should have some acquaintance with most of the subjects broached or discussed." Granted; but the natural science teacher, the mathematician, the classical master, will desire much more than he finds here. We also regret that Mr. Barnett has not faced the religious question. He asserts, somewhat dogmatically, that morality cannot be directly taught; but we should like to know whether he would have the Bible and the Catechism taught; and, if so, how? "Curricula," he tells us, "embody the opinion of the world as to what matters in education." Schools are the most conservative of institutions, and we should rather say that it is the opinion of the last generation they embody. Our Scripture teaching, for instance, to judge by the Joint Board papers, is still in the precritical stage, and no public school would dare to introduce Mr. Montefiore's Bible.

It is easy, and perhaps not very profitable, in criticizing such a book to carp and point out omissions; we ought rather to be grateful for the good stuff there is in it. On what are not very scientifically grouped together as English subjects Mr. Barnett is particularly strong, and his chapter on literature is the best in the book. On language teaching also we can heartily commend the sound and sober doctrine, with some reservations, "A school life that ends at fourteen should not be burdened with Latin." What an incubus would be taken from our middle-class schools could this precept be enforced! Latin should from the first be taught as literature and with a minimum of grammar. Agreed, though we doubt whether Eutropius and Nepos—both of them dull dogs—and the Vulgate are the best books for beginners. On the stress that Mr. Barnett lays on composition, and particularly the efficacy of verse composition, we venture to differ; nor do we believe in the superior efficacy of Latin and Greek to modern languages for cultivating distinctness of speech. Modern languages are also cursorily treated, and the space given to the Gouin method—whether we agree with Mr. Barnett or not—is quite out of proportion. One or two specks and flaws have caught our eye. "A candidate for admission to this academy must pass a preliminary examination in geometry" is a cumbrous rendering of three Greek words. "Laudum immensa cupido" is not Vergil's phrase. The author of "Child and Child Nature" is the Baroness Marenholz Bülow.

The Educational Systems of Great Britain and Ireland.

By GRAHAM BALFOUR. (Clarendon Press.)

We have left too long unnoticed this brief but comprehensive account of education in the United Kingdom, which might well take for its title "The Educationist's Year-Book." Beginning with the present century, it carries the history of the various agencies and institutions—primary, secondary, and higher, State and public or *quasi*-public (private enterprises alone are excluded)—down to the year of publication, 1898. The compilation must have involved a vast amount of labour, the perusal of endless blue-books, Parliamentary papers, and Departmental reports, and correspondence with various officials. In all cases references are given to the authorities quoted, and a full index enables the reader to turn up any point on which he desires information or if he wishes to check the statements in the text. An introductory chapter, written after the rest of the work was completed, serves as a general summary, though there is no attempt to theorize or even to indicate the author's own views or leanings. An encyclopædia like this should undoubtedly be colourless, and any bias, political or sectarian, would greatly detract from its worth; yet we cannot help wishing that Mr. Balfour had not stuck quite so closely to his brief—had allowed himself, for instance, occasional excursions

into foreign schools and colleges by way of comparison. Again, the severe compression he has imposed on himself has prevented anything but a passing allusion to courses of study and curricula. We find in the index no less than seventeen references under "standards," but standards are nowhere described, and a University don—let alone the general reader—would be completely gravelled if asked the difference between the third and the sixth standards.

Enforced brevity is likewise accountable for the partial section on Training and Registration of Teachers. There is no mention of the flourishing training departments of Bedford College and the Datchelor School, or of the Joint Committee for the Training of Secondary Teachers. It should also be stated that, while, of the holders of the Oxford diploma, men have so far formed the majority, for the Cambridge certificate male candidates are to female as units to hundreds—a disproportion only partly accounted for by the explanation that "mistresses are more dependent on engagements for diplomas than men"—a strange expression, by the way.

Again, on Registration Mr. Balfour has taken the *Educational Times* for his authority, and consequently magnified the part played by the College of Preceptors and ignored the action of the Teachers' Guild and the N.U.T. The schism which prevented the profession from presenting a united front, though fully treated in the Bryce Report, is also passed over.

These, however, are comparatively trifling omissions, and in spite of them we can commend the book as a complete *vade mecum* for the educationist. He will find, not indeed the explanation, but the documents which will, in part at least, help him to explain, how it is that Scotland, the most religious nation in the world (in the Lucretian sense of the word), has wholly escaped the religious difficulty in her schools; how Wales, till ten years ago the most backward of the three kingdoms in secondary education, has produced, as it were by magic, order out of chaos; how in Ireland bureaucratic ineptitude has squandered a windfall of two and a third millions, and how, between Catholic exclusiveness and Protestant illiberalism, the sister kingdom is left without a popular University. He will learn how every endeavour after national education has been persistently resisted by the House of Lords, and carried only by a side wind; how voluntary schools, in their origin a noble testimony to the zeal of Churchmen, are now supported by a sort of blackmail levied on corporations and individuals to secure themselves against the heavier charges which a really efficient system of schools would demand. Lastly, he will learn that, while the Duke of Devonshire recommends the Board of Education Bill on the ground that it will not cost the country a penny, in the author's opinion the £20,000,000 a year, at which he puts the total education fund from all sources for Great Britain and Ireland, must be considerably increased.

A Manual of Human Physiology. By LEONARD HILL, M.B. (Edward Arnold.)

The author, in his preface, states that this book is intended "to give the general reader, and one who has not received a scientific education, some insight into the wonderful complexity of structure and function which, taken together, compose a living man." He has certainly been entirely successful in attaining his object, and, moreover, has provided a book which will be extremely useful to those who are taking up the serious study of physiology. Dr. Hill's manual is as accurate and scientific as Prof. Huxley's "Elementary Physiology," which it may be said to supersede, and, at the same time, it is written in a style which makes it far more acceptable to the reader of intelligence who knows little of scientific methods, and yet desires to gain some clear knowledge of the human body and its functions. The book is, in the best sense, popular, without being shallow and scrappy. Simple experiments, capable of being performed with very little apparatus, and examples from everyday life help to make the book thoroughly practical and extremely useful to the teacher of larger classes, where physiology can only be satisfactorily taught if accompanied by practical demonstrations. Mere lists of bones, &c., which often occupy so large a space in elementary text-books of physiology, are excluded from this manual.

Simple rules connected with the preservation of health are given incidentally throughout the book, which should thus be of great value to nurses and to all those who are entrusted with the care of children and sick persons. In this connexion we

would specially refer to the valuable information contained in the pages devoted to bacteria, the sterilization of foods, and the treatment of wounds.

Perhaps the best part of the book is that concerned with the nervous system. We do not remember to have ever read a clearer and more interesting account of the brain and its helpers. This difficult subject is treated so simply that an intelligent pupil of fifteen could easily gain an elementary, but perfectly accurate, knowledge of the workings of the most complicated organ of the human structure, and so interestingly that few will not desire to study the subject more thoroughly on their own account. To show how well this part of the book is done, we cannot do better than quote Dr. Hill's own words concerning the action of the nervous system:—"To gain a general view of the action of the nervous system, let us think of the control of the police force. Suppose a murder to have been committed in a country village; the local policeman telegraphs to the local town, ordering the roads to be searched. The policeman is the tactile sense organ; the telegraph wire is the sensory nerve; the telegraph office in the local town is the spinal cord. From this telegraph office a message is sent along another wire to the town police station, and the police are there set in motion. The police are the muscles, and the wire that sets them in motion is the motor nerve. At the same time the message is sent on to neighbouring towns and to London. That is to say, other local offices (parts of the spinal cord) of the head office (the brain) are informed of the crime, or sensory impulse. The head office in London directs the operations controlling the local police offices," &c.

The book is written with considerable literary skill, which lifts it above the level of the ordinary scientific text-books, and is accompanied by some excellent illustrations, among which may be specially noticed a reproduction of the Laokoon, to show the muscles in action. A list of simple apparatus for practical work, which will be found extremely useful to the teacher and private student, increases the value of a book which may be heartily recommended for its sound workmanship and concisely given information.

Essays on Dante. By Dr. KARL WITTE. Selected, translated, and edited, with Introduction, Notes, and Appendices, by C. MABEL LAWRENCE, B.A., and PHILIP H. WICKSTEED, M.A. (7½ × 5¼ in., pp. xxii., 448; price 7s. 6d. Duckworth.)

Miss Lawrence and Mr. Wicksteed deserve the hearty gratitude of all English students of Dante for this excellent selection of sixteen of Dr. Witte's essays, taken from his "Dante-Forschungen," published in two volumes in 1869 and 1879 respectively, the latter date being just four years before his death. The translation of the German is the work of Miss Lawrence, while Mr. Wicksteed, one of our chief leaders in England in the study of Dante, is responsible for the translation of the Italian and the editing and annotating of the whole. To Dr. Witte, more than to any one writer, has been due the revival of interest in Dante during the present century, as the editor very justly remarks. But his essays are not always absolutely up to date; and, though he is scrupulously fair, his statements and interpretations sometimes require additions and modifications. All that is needed under these heads is supplied by Mr. Wicksteed in his notes and appendices, wherein he preserves an admirable balance between, on the one hand, taking every statement of Dante's as literally and directly true, and, on the other, taking refuge in allegory as an explanation when brought face to face with an unpleasant fact. Of the latter tendency, by the way, Dante, to our mind, himself sets a bad example in the "Convivio," when attempting to give a spiritual meaning to his former backslidings as evidenced in the "Canzoni." Probably, as the editor suggests, Dante's own dissatisfaction with the attempt caused him to abandon the "Convivio." Humbly we say it, Dr. Witte's interpretation of the relation of the "Convivio" to the "Vita Nuova" does not convince us; nor does that of the relation between the "Convivio" and the "Purgatorio." Moreover, he seems to us, when referring to the relations between Dante and Beatrice, to make too little allowance for the poet's imagining and idealizing. He speaks now and then as if there had been a real personal human love between them, instead of recognizing that the

Beatrice of the poems

was the ideal woman who had moved
All through his youth with large clear eyes of trust
And stately tread of utter purity,

filling his dreams with subtle nobleness, and touching all the finest fibres of his being, and having but an imagined relationship to Beatrice Portinari. The sin so often referred to was, to our thinking, a sin against ideal womanhood, which, in his younger dreams, was to have been kept high above all passion of the senses. But, of course, Dr. Witte really saw this side of the question too. Most of the puzzles arise from the difficulty in discriminating between matters of fact and poetic fictions. All that we wish to indicate is that sometimes, though not very often, Dr. Witte's facts are our fictions, and his fictions our facts.

The essays which have attracted and helped us most are "Dante's Trilogy," in which Dr. Witte gives a very clear and complete statement of his views, and "The Ethical Systems of the 'Inferno' and the 'Purgatorio,'" to which Mr. Wicksteed adds an excellent appendix; while the essay on "Dante's Cosmography" is also full of interest and instruction. It is very long since we read a book so stimulative of thought and so illustrative of the difficulties of dealing with problems of the kind here set forth. Even when the actual results are not of very high importance, it is invigorating and instructive to note the care and skill with which the facts are marshalled on one side and the other. We have but one cause of complaint, and that is a serious one—there is no index. Such an omission is hardly to be pardoned in the case of a book of this character. The punishment would be placed very far down Dante's funnel, we should think.

"British Anthologies."—(1) *The Shakespeare Anthology*, 1592–1616 A.D.; (2) *The Jonson Anthology*, 1617–1637 A.D.; (3) *The Milton Anthology*, 1638–1674 A.D. Edited by Prof. EDWARD ARBER, F.S.A. (Each volume 7¼ × 5 in., pp. vi., 312; price 2s. 6d. Henry Frowde.)

The "British Anthologies" will contain those poems and songs with which every one ought to be acquainted; and its volumes will be found by young and old alike to be most charming and delightful companions. So says the advertisement; and so, in general terms, say we, and very heartily. If, however, we were asked of the poems one by one, whether each was such as every one ought to know, we could not honestly answer Yes; for many of them are not much better than the merest doggerel, though, undoubtedly, the vast majority are very beautiful. In fact, the term *anthology* is slightly misleading, for the collection is not one of only the fairest flowers of poetry. The choice is made frequently on *historical* rather than on *poetical* grounds. Hence the inclusion of what is merely odd, as in the cases of Wither and Suckling, and of what is commonplace, as in the case of James Shirley and others. On the other hand, here and there we miss old favourites, and wonder why they were not included. For instance, though a good deal of Drayton's work is given, his noble ballad of "Agincourt" is omitted. But we are not in a mood to pick holes, and we repeat that the vast majority of the poems given are of the very best. The readers will note that each volume is complete in itself, and contains no poems but those published between the dates given, and so some of the writers appear in more than one volume. Each volume is supplied with an index of first lines, under which are given the name and date of the book from which the poem in question is taken. Each volume also has a glossary and index combined, which explains the words and phrases in it which have changed their meanings since the poems were written, or are rare or obsolete. This list is rightly made with great economy, but might, perhaps, have been slightly fuller. The type used is large and pleasant to read, the paper is fairly good, and the binding (in green cloth) is simple and tasteful. The price is remarkably small.

Some idea of the magnitude of this venture may be gained from the fact that the series will consist of ten volumes, beginning with "The Dunbar Anthology," 1401–1508 A.D.; and ending with "The Goldsmith Anthology," 1745–1800 A.D.; and, when complete, will contain about two thousand five hundred poems and songs written by some three hundred poets. Prof. Arber has long since laid us under a deep debt of gratitude for his public-spirited and careful excavations amongst the buried,

or half-buried, literature of the sixteenth and seventeenth centuries. His "English Garner" is a very storehouse of literary wealth, and his other reprints are numerous and valuable. But, in his present venture, he appeals to a much wider circle of readers than that of the scholars who have for so long owed him so much. We trust that general readers of a studious bent and with an honest liking for poetry—and, however the prophets may scoff, they are by no means few—will show a due appreciation of the labours and courage of editor and publisher, and make the series a very distinct success. It has our heartiest good wishes. There is no reason why the volumes should not be used in schools as poetry-readers. The smallness of the price sets them within reach; and, except that a great many of the songs are love-songs, there is nothing in the contents to render them unsuitable.

Marcus Tullius Cicero, Philippic Orations I., II., III., V., VII. With English Notes. By JOHN R. KING, M.A., Fellow and Tutor of Oriel College, Oxford. (Price 3s. 6d. Clarendon Press.)

This selection of the more important of the Philippic Orations of Cicero is chosen, as Mr. King tells us in his preface, as "setting before us Cicero's line of policy from the death of Cæsar to the early part of February, 43 B.C., during which time Cicero was the acknowledged leader of the constitutional party in the Senate. These orations are of especial value, not only as bringing out most strongly Cicero's power as an orator, and his importance in the State during the most honourable portion of his life, but also as illustrating a period of history concerning which we have but little contemporary information." The notes and introductions being taken almost entirely from Mr. King's large edition of the whole of the "Philippics," it is unnecessary to enlarge upon the excellence of the edition. To the reader who, unable to spare time to go through all the speeches against Antony, yet wishes to attain some grasp of their general nature and style, it will be an inestimable boon. The separate historical introductions to each speech are brief but comprehensive, and the analyses contained in the notes will be of the utmost assistance to the reader. The notes themselves are particularly commendable for the excellent explanations there given of various points in the speeches of constitutional or historical importance. Such, for instance, are the notes on the *provocatio ad populum* in I. 9; on the ceremony of taking the auspices in II. 32; on the voting in the *comitia centuriata* in II. 33; on *municipia* and *coloniae* in III. 5. In the grammatical notes the excessive use of technical terms is carefully avoided; yet they might, we think, be occasionally more employed with advantage. For instance, in the note on *ita . . . ut* in II. 34, the particular idiom would be more easily remembered by the name "the limitative use of *ita . . . ut*" than by a simple translation of the phrase. The references are both pertinent and abundant, and the index what an index should be—comprehensive, and yet not overloaded. For upper forms of schools no book could be more suitable or more helpful, and for more advanced students of Cicero it will be found of equal benefit.

Essays on Robert Browning. By MARION LITTLE. (Price 3s. 6d. Sonnenschein.)

Lectures we should call them rather than essays, more expository than critical, a model of what a University Extension course should be. The first chapter, "Browning and his Public," assigns to Browning his approximate rank in the hierarchy according to method and manner, stuff and style. The next, "Paracelsus," discusses his philosophy of life, supplemented by "Caponsacchi," a character study. Then we have two chapters on "Painters and their Art," and, lastly, "Christmas Eve," a study of Browning's religion. There is, it will be seen, no attempt at completeness. Of Browning as a musician, as a dramatist, as a translator, as a love lyricist, not a word. Yet it is a relief to turn to these partial essays, as it chanced to the reviewer, from the exhaustive and exhausting monograph of Prof. Saintsbury on Matthew Arnold, and, in this case, the half is better than the whole. Mrs. Little has an easy flowing style; she is appreciative without ever gushing, exegetical without any hair-splitting; she does not assume her readers' perfect knowledge, but illustrates each point by apt quotations; and we cannot pay her a higher compliment than by saying that her small volume leaves us wishing for more.

There are not a few passages in the book we had marked for comment, but space compels us to join issue on only a single point. In dealing with the charge of obscurity, Mrs. Little puts very well both sides of the case, and we agree in her verdict of "not proven." But, in laying such stress on the laboriousness of the work, she seems to us to miss the mark. In collecting materials, in ransacking histories and memoirs and manuscripts, Browning toiled hugely; but, in the art of composition itself, he was rapid and almost reckless, and he lacked "the last, the greatest art, the art to blot." For instance, "Hervé Riel" was dashed off at a sitting. To the present reviewer (if a personal recollection may be pardoned) he once said, excusing, not defending, himself: "I know it ["The Lost Leader"] is rough and rugged; but *ich kann nicht anders*; my genius, such as it is, is *prime-sautier*—if I hesitate, I'm lost." In this he was the very opposite to Tennyson, who said (one recollection brings another in its train) after reading "Mr. Sludge, the Medium": "It's a fine poem, but *I* would have done it in a quarter of the space."

Man Past and Present. By A. H. KEANE, F.R.G.S. (Cambridge University Press.)

From every point of view this book is admirable. The author's knowledge of the subject is so profound, his reading is so wide, and his decisions are based on reasoning so logical and so impartial, that his work must ever be a mine of information to the student. But it is much more than this; Prof. Keane possesses the invaluable art of giving a real human interest even to details that might in less gifted hands prove, to the general reader, intolerably dull. This book, with all its store of facts and arguments, reads like a romance. The chapters on the African races are, at the present time, of especial interest; many of these races are already under the English rule; we know little or nothing about them; here is a book that tells us much, and surely it would be well if the young African magistrate were made to regard such a book as equally indispensable to his kit with putties or a sun helmet.

Professor Keane gives an opinion, and the reasons for that opinion, on our earliest forefathers, on the aborigines of America, on the cradle of the Caucasian peoples—in a word, on almost all the difficult questions that vex the minds of students of this subject. A fine collection of photographs of Negroes, Mongols, Americans, and Caucasians helps the reader to understand the differences between these branches of the human race, and gives additional interest to the book.

The Study of Colloquial and Literary French. Adapted from the German of Dr. EDWARD KOSCHWITZ by P. SHAW JEFFREY. (Whittaker.)

Though founded on Dr. Koschwitz's well known manual, the adaptations and additions are so extensive as to entitle the English version to rank almost as an independent work. The chapters on Modern Language Teaching at Oxford, Cambridge, and London, contributed by M. Berthon, Dr. Breul, Prof. Weekley, Miss Stephen, and Miss Pope, though all too brief, give information that the student would find it hard to gather elsewhere. A carefully compiled bibliography of thirty pages, with prices and publishers, will enable the pupil to select the best library at the least cost. By long residence in France, with the express object of equipping himself for the work of teaching, Mr. Shaw Jeffrey has qualified himself as a guide to intending teachers. That he has studied the theory as well as the art of linguistic teaching, his contributions to our pages sufficiently prove. The only criticism we would venture to make is that his scheme is too ambitious for common mortals. The scheme he proposes could not, on a rough calculation, be completely carried out under eight years. Thus, to begin with Provencal and pass through Old French to Modern French grammar seems to us a counsel of perfection, and to master the *nuances* which distinguish the pronunciation of the stage, the professor's chair, the drawing-room, and the market place is, for all except the specialist in phonetics, a work of supererogation.

We commend a few minor points to the author's notice. On French versification (page 22) add Georges Pellissier's "Essais de Littérature Contemporaine." His essay on the evolution of the Alexandrine will show that change in pronunciation is not the principal cause for the instability of the metre. We wonder that Miss Pope's specious argument against an oral examination

for Honours has been allowed to pass without a protest. To criticize the bibliography would be an endless task, but we think the student might be spared the mephitic nauseousness of Huysman's "En route," worse, to our taste, than the worst of Zola; nor should we choose "Le Lys Rouge," an aberration into pornography, to illustrate Anatole France. The recommendation of Max Müller's "Lectures on Language" to advanced students strikes us as curious. We can find no mention of P. Passy's "Dictionnaire phonétique." On one page we have *Salâmbo*, on another *Salâmbo*; *Pêcheurs d'Islande*, and elsewhere *Pêcheur*.

The Orations of Cicero against Catiline. With Introduction, Notes, Exercises, and Vocabulary. By CHARLES HAINES KEENE, M.A. Dublin, Professor of Greek, Queen's College, Cork. (Price 2s. 6d. Blackie.)

A very good edition of these speeches, forming one of a series of Elementary Latin Classics, produced under the general editorship of Prof. R. Y. Tyrrell. The introduction (with illustrations) gives an excellent account of Cicero's life and times, his works, and the Catilinarian conspiracy. The laudation of Cicero is perhaps a little excessive, and Prof. Tyrrell somewhat too vigorously championed against Froude and Mommsen; but, right or wrong, enthusiasm is always preferable to lukewarmness. The notes are clear and to the point, and the vocabulary comprehensive. Lucky, indeed, is the modern schoolboy who finds within the compass of one small volume such as this practically all that is necessary for the study of his text. The printing of the book is excellent. It should be added that the first oration may be obtained separately, with the same introduction as in the larger edition.

"University Tutorial Series."—*Cicero, De Officiis, Book III.* Edited by W. J. WOODHOUSE, M.A. Oxon., Assistant Lecturer in Classics in the University College of North Wales, Bangor. (Price 3s. 6d. Clive.)

The "De Officiis" is not among the most interesting of Cicero's works, but this edition of the third book presents it in as favourable a light as could be wished. The text is well printed, the notes are scholarly and yet not over long, and the index of proper names a veritable dictionary of biography to the book. Of the introduction, the sections on the Philosophical Schools, Philosophy in Rome, and Cicero's Philosophy, strike us as particularly good.

"University Tutorial Series."—*Euripides, Hecuba.* Edited by T. T. JEFFERY, M.A., late Fellow of St. Peter's College, Cambridge. (Price 3s. 6d. Clive.)

An exceedingly well printed and lucid edition of the "Hecuba," showing much scholarly appreciation. The introduction, perhaps, tries to do too much in a short space, giving, as it does, an account of the origin of Greek drama, the production of a drama, the Dionysiac theatre, the structure and metres of the tragedy, a life of Euripides and his works, and an analysis of the "Hecuba." But it will be found very helpful none the less. The notes are good, but it is a little annoying to find "you" and "thou" used interchangeably in so excellent an edition.

"University Tutorial Series."—*Plato, Apology of Socrates.* Edited by T. R. MILLS, M.A. Oxon. (Price 3s. 6d. Clive.)

Like the "Ion" in the same series, this book can be recommended to all examination candidates, as containing all that they are likely to require in their preparation of this particular work. The first two sections of the introduction, reprinted from the "University Tutorial Series" "Phædo," dealing with Plato's life and writings, are especially good. We are inclined to heartily commend the classification of Plato's works in order of development, rather than, as is usually done, according to subject-matter.

"University Tutorial Series."—(1) *Cæsar, Gallic War, Book IV.* Edited by A. H. ALLCROFT, M.A. Oxon., and T. R. MILLS, M.A. Oxon. (Price 1s. 6d. Clive.) (2) *Cæsar, The Invasion of Britain (De Bello Gallico, IV. 20-V. 23).* Edited by A. H. ALLCROFT, M.A. Oxon., and T. R. MILLS, M.A. Oxon. (Price 2s. 6d. Clive.)

Both of these books ably maintain the standard of the series, text and notes being alike excellent. The introductions will be found especially useful, accompanied as they are by maps of Gaul and Cæsar's campaigns in Britain respectively. Each volume contains a very serviceable index of proper names, with brief accounts of the various persons.

"University Tutorial Series."—*Plato, Ion.* Edited by J. THOMPSON, M.A. Camb., and T. R. MILLS, M.A. Oxon., late Lecturer in Greek at the University of Aberdeen. (Price 3s. 6d. Clive.)

Like most of the "University Tutorial Series," this edition is admirably suited for its purpose—that of preparing for an examination. The short introduction gives a concise and accurate account of Plato and his writings, Socrates and his mission, Ion and the rhapsodes, Homer and Greek poetry, and a good analysis of the "Ion." The notes contain all that the student will find necessary.

"University Tutorial Series."—*Thucydides, Book II.* Translated by J. F. STOUT, B.A. Camb. (Price 3s. 6d. Clive.)

An accurate translation, which should satisfy all the requirements of those for whom it is intended. While literal enough, the English never descends into the objectionable "crib" style. The translator, however, might have broken up the long Thucydidean periods rather more. Long paragraphs, involved in subordinate clauses and parentheses, are not conducive to good English style or to lucidity.

Cassell's Lessons in French. By L. FASQUELLE, Prof. DE LOLME, Prof. E. ROUBAUD. New edition, revised by JAMES BOÏELLE. Part I. (Cassell.)

This is one of those books that make one despair of the Republic. That it is in its 145th thousand need not surprise us; for all we know, it may date back to the dark age of "Le petit Précepteur," which has had even a larger circulation. What astounds us is that M. Boïelle, an examiner of the University of London and a member of committee of the Modern Language Association, should have put his name on the title-page. We can find no one redeeming feature. It is Ollendorf, only more so. "Has the baker any velvet?" "Your cousin has a book, a velvet coat, and a silk hat." "Have you handsome cloth and good coffee?" These from a page taken at random. It has not even the merit of accuracy. Thus, on page 1: "There are six dipthongs . . . thus called because, though pronounced as one syllable," &c.; and, a line or two further on, "these dipthongs are thus divided into syllables." A page or two further on: "The sound of *om* and *on* is like the sound of the letters *on* in the English word *conquer*"; and then, "concerning these nasals. . . Rule 1, the *m* or *n* must not be pronounced." Again: "If the *first* person singular of the present of the indicative of almost all French verbs has only one syllable, the usual interrogative form is not allowed." Could any rule be worse expressed? And what of *puis-je*, *aimé-je*, &c.? Once more, the first rule for the plurals of compound nouns begins: "When a noun is composed of two substantives," &c. What, the pupil will ask, is the difference between a noun and a substantive? Rule 4 runs: "Words composed of two verbs, or of a verb, an adverb, or preposition, are invariable." What this means or is intended to mean we have not the faintest notion. One more rule and we have done. "When the English present participle has an object, and is subject of *to be*, it is generally expressed in French by an infinitive, preceded by *de*: *To do that well is meritorious. To love his parents is a good son's duty.*" A participle the subject of a verb! And where in the two examples is the participle? School-books have a way of living on long after the life is out; but we hope we may have laid this ghost.

Benjamine. Par CHARLES DELYS. Edited, with Notes and Vocabulary, by F. JULIEN. (Price 1s. 6d. Longmans.)

A harmless little story, suited for the junior classes of a girls' school. The tale, like the annotations, is rather out of date—the only child of a millionaire kidnapped by an English milord in league with his Scotch coachman, and recovered by the devotion of her sister, who passes for a fisherman's daughter. Here is a sample of the notes:—"D'abord et d'une: we have met with this expression before, it is popular—'first and then.'" "Sa bête noire: 'the man he hated,' or 'his enemy'; *bête noire* is said of one towards whom we entertain a great aversion." "Tribord et bâbord: a sailor's exclamation, lit., 'right and left,' say 'Good Lord!'" The "comprehensive vocabulary" is anything but complete.

Le Trésor de Monte Cristo. Episode from Dumas's "Le Comte de Monte Cristo." Edited, with Notes and Vocabulary, by B. PROPER. (Blackie.)

To cut the heart out of a great work of fiction and serve it up as a school-dish always seems to us a rather questionable proceeding; but, if allowable, a better episode than this could not be found. The notes are somewhat meagre—little over four pages for eighty pages of text. Thus, on *que* with subjunctive for repeated *si* there should be a note, and on *un mieux sensible (mieux)* in the vocabulary appears only as an adverb, and on *les accidents du terrain (accidents)* is not in the vocabulary. *Tant*, on the fourth line of the front page, must be a misprint for *tout*; and on the next page, line 15, there is a superfluous comma.

Dent's "Modern Language Series."—*La Vieille Cousine, &c.* Three Plays by E. SOUVESTRE. Edited by MARGUERITE NINET.

The three plays are extremely simple and fairly interesting. The *differentia* of the book is notes at the bottom of the page. As they are written in French, there is, according to the editor, no objection to this arrangement, but rather an advantage. Nine-tenths of them are paraphrases of words or phrases in the text. Now, either the pupil knows that *pendule* means "a clock," or he gathers the meaning from the note: "Objet mécanique qui marque l'heure." Why not either give him "clock" or let him turn up *pendule* in the dictionary? If it is answered that his familiarity with French is increased by having to read the paraphrase, why not give Larousse's dictionary, which costs only two or three francs? The selection of words annotated seems to us somewhat arbitrary. On the first page we have *rime*, *mesure*, *fête*, *complaisant*; but the one word a boy would not know—*guérison*—is overlooked.

(Continued on page 604.)

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SUCCESSSES.

LONDON MATRIC., 1892-98: 58.

INTER. ARTS AND SCIENCE AND

PREL. SCI., 1892-1898: 85. 5 IN

HONOURS. INTER. ARTS AND SCIENCE, 1899: 10. FIRST M.B., 1.

B.A., 1891-8: 24. 5 HONOURS. B.Sc.,

3. B.A., 1897: 5. 1 IN HONOURS.

SCIENCE SCHOLARSHIPS: Guy's, 1892, Westminster, 1894 and 1896.

OXFORD & CAMBRIDGE ENTRANCE: 18.

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DORECK SCHOLARSHIP, 1895 and 1896.

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EXAMINATION: 25.

HONOURS MATRIC., JUNE: 1. M.A. CLASSICS,

1898 and 1899: 2. B.A. and B.Sc., 1898: 11.

MATRIC., 1899: 5.

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What breeze will enable a ship to head S.W. by W. on the starboard tack, keeping the wind just two points forward of her beam? A north-west by west breeze. [See the headings "Compass" and "Tack" in the CENTURY DICTIONARY.]

What is a "ghost-word"? "An apparent word or false form found in manuscript or print, due to some blunder of the scribe, editor, or printer. Such ghost-words, mostly miswritings or misprints not obvious to subsequent readers or editors, abound in dictionaries and glossaries of the older stages of English as well as of other languages." [See the heading "Ghost-word" in the CENTURY DICTIONARY.]

(a) None of the melons is ripe. (b) None of the melons are ripe. Is (a) faulty English? Is (b) faulty English? Faulty or not, what does (a) mean? Faulty or not, what does (b) mean? "None" is either singular or plural, therefore both are correct. (a) means that no one of the melons is ripe; (b) that no two or more, considered collectively, are ripe. It would be correct, if one were asked for a dozen melons, to say that "none are ripe," although there were one ripe melon. [See "None" in the CENTURY DICTIONARY.]

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Assuming that the sun's distance from the earth is exactly ninety-three million miles, how long, approximately, does it take its gravitational force to traverse that interval and influence the earth's orbital motion? Gravitation occupies no time in its transmission. [See the heading "Gravitation" in the CENTURY DICTIONARY.]

From what comparatively inoffensive root-meanings do we get the offensive words "libertine," "cheat," "embezzler," and "miscreant"? "Libertine" formerly meant a man of free and independent thought, the "cheater" was formerly an officer appointed to look after the royal escheats, an "embezzler" was originally one who spent money extravagantly, while to call a man a "miscreant" implied only that his religious views were unorthodox. [See the respective articles in the CENTURY DICTIONARY.]

(a) "His or anybody else's gun." (b) "The sun's heat or anybody else's." Is (a) grammatical or not? Is (b) grammatical or not? The phrases anybody else, somebody else, nobody else, &c., have a unitary meaning, as if one word, and properly take a possessive case (with the suffix at the end of the phrase); as, this is somebody else's hat; nobody else's children act so. (a) is therefore correct. The sun, however, being a "body," is an entirely different sense, (b) should read "the sun's heat or that of any other body." [See the article "Else" in the CENTURY DICTIONARY.]

From what quarter does the summer monsoon blow in India? The reversed trade-wind, prevailing from April to October, variously called the summer monsoon, the wet monsoon, or the south-west monsoon, blows from the south-west. [See the heading "Monsoon" in the CENTURY DICTIONARY.]

In heraldry, what is a head "caboshed," a head "couped close," and a head "erased"? "Caboshed" represented alone and affronté—said of the head of a stag or roebuck when no part of the neck is seen. "Couped close" cut short—said of a head when no part of the neck is visible. "Erased" represented as having been forcibly torn off, the separated parts being left jagged, as opposed to "couped." [See the respective articles in the CENTURY DICTIONARY.]

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OCCASIONAL NOTES.

THE general opinion of the Assistant-Masters at their Birmingham meeting was in favour of a more active effort to gain one of the objects of the Association—security of tenure. Resolutions have been passed, and much discussion has taken place, but the Charity Commissioners remain firmly attached to their “dismissal at pleasure” clause. Something more must clearly be done. For some time past the more active of the Northern branches have been urging the Executive to draft and introduce into Parliament a private Bill to amend the Endowed Schools Act of 1869 and the Board of Education Act in such a way that a right of appeal to the Consultative Committee should be secured in the case both of assistant-masters and of headmasters. Of course such a Bill would not have any immediate chance of passing. But its introduction would form a legitimate and valuable method of impressing upon public opinion the very serious disabilities under which at present teachers labour. Reasonable security of tenure is one of the first conditions of good work. We hope this resolution may not remain a pious wish. Assistant-masters are not a leisured class, but some members there must be who have the requisite time, energy, and knowledge to tackle this fresh piece of work.

THE members ostensibly responsible for the resolution we have spoken of are Mr. Fabian Ware, of London, and Mr. M'Kinlay, President of the Lancashire and Cheshire Branch. Mr. Norton, Chairman of the Association, is also strongly in favour of the introduction of a Bill; while the present Legal Sub-committee has clearly shown by its action that there is no want of men capable of working hard in the cause of their fellow-masters. The prospects of the Association, therefore, seem to us to be good, and its position is a fairly strong one. We are, however, by no means convinced that

additional strength would be gained by widening the qualifications for membership. The question of admitting to membership or associateship ex-assistant-masters has been brought up and shelved on several occasions. Its fate was no better at Birmingham. The meeting decided that the matter should be referred to the branches for discussion. We are not, as a rule, in favour of narrow limits of any kind. Some day we may, perhaps, welcome the amalgamation of the Associations of Head- and Assistant-Masters. But until that time comes the Assistant-Masters' Association should, in our opinion, remain rigidly sectional.

THE possibilities of pensions for assistant-masters would by no means appear Utopian to those who heard Mr. Bridge's paper at Birmingham. Of course there are necessary limitations to any scheme proposed. As matters now stand only schools with governing bodies or with responsible managing committees could share in the scheme. But, were a scheme for public schools once set on foot, private schools would be bound before long, and in their own defence, to adopt a similar policy. What is known as the Headmasters' pension scheme is a life insurance on rather more favourable terms than the regular offices give. But, as Mr. Bridge sees clearly, this is not sufficient. Two conditions are necessary to success—compulsion to join, and loss of contributions in case of death before retiring age. This latter condition involves no greater hardship than the case of a man who insures his house against fire without ever having the luck to be burnt out. Contributions must be from three sources—the assistants themselves, the governing bodies, and the Treasury. The fund must also be centrally managed. Many years will elapse before we get our pension fund; but we do not despair of it eventually.

“WHY, when I was teaching twenty years ago, we had none of these new ideas you have got here.”—These, according to Mr. Swinstead, are the words of an inspector sent by an examining body to report upon the work of a secondary school. The examiner or inspector should be in constant touch with school work; he should not be a clergyman who leaves his cure twice a year to correct papers on subjects he has forgotten. He should be a man who has had at least five years' experience in secondary schools, and he should devote his whole time to the work of inspection. So decided the Assistant-Masters on Mr. Swinstead's proposals. And they went further. Inspection should be compulsory, and the cost borne by the Board of Education. Mr. Swinstead also made a valuable point in urging that reports should consist of two parts. The inspector should write what detailed criticism he wishes for the guidance of the staff. But the public report should give his general opinion as to the efficiency of the school and as to the attitude of the staff to their work. What are the masters trying to do? How far do they succeed, or how far is their object a sound one? These are questions examiners might well ask themselves. They are mostly content to say: “Such a piece of knowledge has been acquired; such another piece of knowledge has not been acquired.”

AS every one anticipated, though the denominationalists and their friends in the Government protested against the inference, there is a continued and progressive falling off in voluntary subscriptions to elementary day schools. In Church schools for last year it amounted to 7.4 per cent., in Wesleyan schools to 13.2 per cent., and in Roman Catholic schools to 21.4 per cent. Churchmen have the

good grace to apologize and explain. The deficit is only temporary, and more apparent than real, being calculated on the years of extraordinary effort which preceded the passing of the Relief Act of 1897. The Roman Catholic School Committee of London put a bold face on it, and, so far from expressing any contrition, roundly abuse the Education Department for expecting any *quid pro quo*, and threaten not only to resist any improvements of the Department which entail additional expenditure, but also, if they are hard driven, to refuse the payment of the School Board rate. As the *Educational News* remarks, the impudence of the threat is not greater than its absurdity. "Nineth-tenths of the Catholic schools in Britain would be closed in a month if the Government grants were withdrawn. Nay, many of their chapels would also be closed if they had not the school funds to fall back upon for their support."

"HEADMASTER," in the *Westminster Gazette*, runs amok among the French papers set in the University of London examinations. We, too, more than once have had occasion, either directly or in our correspondence columns, to heckle the London University French examiners, and we therefore feel bound in honour to stand up for them when, as in this case, they seem to us unfairly attacked. In the first place, the charge is confined to a single question, or rather type of question—the French equivalents for English proverbs, &c.—which, on the highest calculation, cannot constitute more than a fiftieth part of the whole examination. Secondly, the absurdities quoted under this head (and some of the sentences are quite on a level with "English as she is spoke") date so far back that the present examiners, at any rate, cannot be held responsible for them. Thirdly, "Headmaster," though he may have lived in England for forty years, and "read the greater portion of English literature" (no Englishman would venture to assert as much), convicts himself of total ignorance of Shakespeare. He fails to recognize a familiar line from the Sonnets; and Douce or Schmidt, or any school commentary of Shakespeare would explain to him the phrase that he has never yet seen or heard—to "dine with Duke Humphrey."

MR. FRANK S. ADKINS propounds, in the *Saturday Review*, a revolutionary scheme for the training of elementary teachers. He would have pupil-teachers, or at least the pick of them, after completing their apprenticeship, drafted into efficient secondary schools, where they would pursue the same course as other pupils, and take the same examinations. The pick of these, again, would proceed to the University, and take their degree before entering on their profession. In this way alone he sees any hope of raising the intellectual calibre of teachers and escaping from the narrowness and pedantry engendered by a training college. As a secondary advantage, the residential colleges would thereby be open to the lower grade of Queen's Scholars, who at present are unable to get any college training whatsoever. Mr. Adkins has a practical knowledge of his subject, which must command a hearing; but his scheme is open to two objections—one practical and the other fundamental. He would have the value of the Queen's Scholarships substantially increased; but, if the upper third, say, of our elementary teachers are to be thus educated, the cost would prove almost as serious a consideration as in the case of old-age pensions. To pronounce a scheme Utopian is not to condemn it utterly; but Mr. Adkins seems to us to mistake the very nature and use of training. According to him it is a knack to be acquired, like swimming or bicycling, by young lads, and one that may lie fallow for

the next ten years or so, to be revived, if necessary, for drilling the first three standards and teaching mechanically the three R's. "In the fourth standard, or at about ten years of age, the boy is master of himself and finds his intelligence awakening. He now needs a different treatment than [*sic*] he formerly received"—i.e., to be taught by a master who has been at the University or at least at a secondary school, no matter whether trained or not. Such backsliding is enough to make Froebel turn in his grave. Just as we are beginning to acknowledge, in theory at least, that secondary teachers must add to their culture training, primary teachers are told by one of themselves to get culture (at the expense of the State) and to let training slide, as a superfluity of naughtiness, except for infant classes.

THE latest development of educational activity is known by the name of the Agricultural Education Committee. This owes its origin to Mr. H. Hobhouse, M.P., whose letters on the subject have appeared in the *Times* and in the provincial press generally. He has formed a very strong Committee, chiefly composed of members of both Houses of Parliament and chairmen of County Councils. We note among his leading supporters Sir W. Hart Dyke, who is chairman, Sir W. Anson, Sir J. Lubbock, Sir H. Roscoe, and Colonel Lockwood. The object of the Committee is to improve agricultural education in every grade, and to use the machinery of the Board of Education Act and of Mr. Robson's "Half-Time" Act for the purpose. In this connexion it will be remembered that Mr. Hobhouse carried against the Government an amendment adding the educational functions of the Board of Agriculture to those of the new Board of Education. In the elementary schools the campaign is to be directed against "the technicalities of grammar, dates, and Jewish kings." On the grammar point, by the way, Sir John Gorst is not the originator of the "heresy," as he, no doubt, imagines; but all that he said at Bigods had been previously insisted on by the Bishop of London at the London County Council distribution. As regards evening continuation schools, the "incapacity of the village teacher" is bewailed. He only knows "towny" subjects, like shorthand; so turns his budding agriculturist into a clerk. Secondary schools are to have agricultural sides, and such action is for the future no longer to be left to the "sporadic" mercies of local bodies, but is to "receive direct encouragement from the Central Authority." From what we know of the feeling in country districts, this programme of the Committee will carry a great deal of weight, and a very powerful agitation will be set on foot. The County Councils and the Organizing Secretaries have recognized this, and are going to join in. We presume it has not escaped notice that an entirely new brand of elementary teachers will be wanted to carry out this scheme in its vital points, and that the training colleges and pupil-teacher centres will not produce the right article. However, a public meeting is to be held in London on October 20, when we may expect further details.

TEACHERS generally have reason to feel gratitude to the managing committee of the City of London School. We have before spoken of the liberal scale of salaries; but we are reminded of the matter again by the annual report which the committee have just presented to the Corporation. From this we learn that the total expenditure for the last year was £16,880, exclusive of £1,261 paid in pensions to former masters. The income is made up of school fees and a grant of £2,872 from the Corporation. Notwithstanding, the committee find the expenses

have been upwards of £2,000 above the income. For this deficit the committee confidently appeal to the City fathers. Some allowable satisfaction is expressed that "copies of the scheme had been sought for from all sides of the educational world, and numerous letters received congratulating the Court thereon." The committee also express their grateful appreciation of the liberal action of the Corporation in regard to the salary scheme, "feeling sure that that practical way of assuring the masters of the confidence vested in them would be followed by satisfactory results both in the school and elsewhere."

MR. TARVER has a certain gift of language that carries the reader along even when the subject-matter is not of first-rate importance. In the course of his chatty article in last month's *Fortnightly*, dealing mainly with Uppingham and Thring, and disapproving the policy of isolation acted on by the latter, he makes a new discovery, as it seems to him. The public schools are the schools of the public services. This granted, it follows that the control of such schools, and their financial support where necessary, closely concern the State. Certainly, says Mr. Tarver, it is the duty of the State to bear the cost of inspection; nor need the taxpayer rise in opposition, seeing the noble army of civil servants, statesmen, soldiers, and sailors that is produced for his benefit. From this point of view the public schools become an object of national concern. They cease to be merely institutions where the wealthy classes receive their education. Any school, public or private as to its foundation or organization, which gives the necessary education (a matter to be ascertained by inspection), should, in Mr. Tarver's opinion, take rank as a public school; and three years in such a school should be a necessary qualification for entrance to the examinations for the public services.

MR. HOBHOUSE'S annual return relating to evening continuation schools has just been issued by the Education Department. This year we have a double number, giving the facts and figures for the years ending April 30, 1897 and 1898. Four of these returns have now been published, and a comparison of the figures in them is instructive. Taking the English administrative counties, we find that in 1895 there were 2,619 of these evening schools, with 164,233 scholars in them. In 1898 the corresponding figures were 3,474, and 254,943; being a 30 per cent. increase in the schools and a 54 per cent. increase in the scholars. The total cost in the last-named year was £178,329, or about 14s. a head. In London the cost, however, was nearly £1. 2s., but in the county boroughs it was only about 10d. more than in the counties. This shows plainly the effect of the free evening school system of the London School Board, which is also mainly responsible for the irregular attendance recently animadverted on by Dr. Macnamara. The chief contributors to the funds of these schools in the counties proper will very soon be the County Councils if the rate of increase of their grants continues. In 1895 this source of revenue produced £14,507, while in 1898 it yielded £25,080, or 78 per cent. increase. In the same period School Board rates have only gone up by 30 per cent.; but the Science and Art grants earned are just trebled. The only County Councils giving no aid to these schools are Yorkshire East Riding, the Soke of Peterborough, London, and Middlesex; though the Isle of Wight and West Sussex only gave £17 between them. Voluntary subscriptions and school fees have also increased in a satisfactory manner, in spite of all this aid from public funds.

MEANWHILE the County Councils are being harassed to fill up another return for the House of Commons. This relates to the occupations of parents of scholarship holders, as to where the scholars come from and where they go to, if they win other scholarships, and if they accept the ones offered. This return was moved for by Mr. Broadhurst, who is one of the small and diminishing group of School Board advocates in Parliament. No doubt Mr. Broadhurst hopes for horrible revelations of failure; if so, he will be grievously disappointed. We have figures before us relating to more than one county. These show that, outside London, children from voluntary schools do quite as well in the examinations as children from Board schools; also, that the sons of elementary-school masters, gardeners, carpenters, and Non-conformist ministers take off a large proportion of the awards, and that not one child in a hundred ever refuses the scholarship, and scarcely any leave before the end of the three years for which the scholarship is generally tenable. But it is when we trace the future careers of the scholars that we get the most satisfactory results. In one county alone, out of twenty-five scholarships tenable at the Universities, and open to the whole of the five thousand boys in the secondary schools in the county, no less than nineteen in the last three years have been taken by the county scholars who enter these schools four years earlier from the elementary schools. It is, perhaps, too much to expect Mr. Broadhurst to accept the verdict of the Royal Commission that the system of scholarships "founded by the Local Authorities have worked well"—an opinion founded on the evidence of Mr. Roby and Mr. Vardy; so we are glad he has moved for this return. Its publication will, no doubt, have exactly the opposite effect to that contemplated, and will show conclusively that not only one but several "ladders" are set up from the elementary schools all over the kingdom by which the highest place in, at any rate, scientific or technical education can be reached by the poorest child.

JESUIT education has been much discussed of late in connexion with the Dreyfus trial. A criticism of it by a friend and admirer is not only interesting in itself, but has a direct bearing on English public schools. In his crusade against Liberal Catholicism, Veuillot incidentally broke a lance with the orthodox classical curriculum of the day. He held that a Christian people ought to curtail this part of their children's education, and enlarge the study of Christian writers. He ventured to suggest that the morality inculcated by Lucretius, Horace, and Ovid, by Cicero, Seneca, and Tacitus, may not be the most suitable to form a truly Christian character. Lemaitre, who approaches the question without either religious or scholastic prejudices, has the following instructive comment:—"Indeed, when I consult my own experience, I clearly perceive that the permanent impression left upon me by my study of the ancient classics is at bottom the taste for a sort of voluptuous naturalism, the principles of an epicureanism or conservatism—either system marked by equal pride and arrogance—the germs of virtues, it may be, but of virtues wholly lacking in humility. It is, indeed, a singular anomaly that since the Renaissance the direction of young minds has been almost exclusively committed to non-Christian poets and philosophers. It is strange that, up to the present day, even in preparatory seminaries (*les petits séminaires*), children of fifteen are given to construe the seventh 'Eclogue' of Virgil—and the second. The consequences of this anomaly, though no one perceives them, are in my judgment incalculable. We need not wonder that the colleagues of the Jesuits, under the *ancien régime*, produced so many pagans and freethinkers—including Voltaire."

BIRMINGHAM we know as a practical town, with wealthy educational endowments, with city fathers and governing bodies eager to spend money for the best that can be had in school or college. Mr. Findlay is a theorist—some would say a visionary. Two documents lie before us. One is Mr. Findlay's article in the *Fortnightly* on "The Genesis of the German Clerk"; the other is the report of the Education Committee of the Birmingham Chamber of Commerce on commercial education in that city. The contrast between these two documents is striking. But England is a practical nation, and it is hard for the educational theorist to gain a hearing. The lines on which the Birmingham Chamber of Commerce wish to proceed seem to us nothing short of disastrous. We ought to aim, they say, "at a system of commercial education at least equal to that of other countries." Quite so! And this is how they proceed:—a boy leaving school at the age of fourteen should *know* this and that; a boy leaving school at the age of sixteen should *know* this and that and the other in addition. It matters little what a boy knows; it matters everything whether he has learnt to learn.

WHEREIN does the superiority of the German system lie? The German nation, says Mr. Findlay, has developed a love of study and culture. It is understood in Germany that commercial training is a technical "finish" to a secondary grounding. In Birmingham they would start to build without foundations. But, as Mr. Quick said years ago, in educational matters we shall always be guided by the common sense of the nation. And the nation will never study the subject of education. The chambers of commerce are entirely on the wrong tack. Some individual members see this. A bank manager, questioned the other day as to what a boy should know in order to enter the bank, replied: "I don't care what he knows; I only don't want a fool." In other words, the technical knowledge is of small import; the cultivation of faculty the first aim. Again, we have the Vice-President of the London Chamber of Commerce reiterating the demand for a sound secondary education as the essential basis for commercial success. And Birmingham has its Municipal Technical School to which boys are admitted at the age of twelve, and dismissed at sixteen. Is not this, indeed, building without a foundation?

WE have spoken already of the dangers existent in too close an application to "child study." We must not let Mr. Earl Barnes turn our heads or our minds from the real work of teaching, valuable and suggestive as the results of his inquiries should prove. And, perhaps, it is time we received another warning. This was supplied by Mr. Barnett, in his opening lecture, at the College of Preceptors. He was careful not to underrate the value of child study. But he pointed out that a teacher must have sympathy not only with child-mind in the abstract, but with each individual child in the class-room. There certainly is a danger lest the teacher should be too closely occupied in observing instances of growth and development, and should come to look upon the class as so many lifeless bodies to be dissected, instead of living organisms to be trained and helped. Mr. Barnett would, also, in contradiction to Mr. Findlay, include the history of education in a training-college course. And we think he is right. There is no little stimulus and inspiration to be gained from reading of past teachers, even when it is a history of errors to be avoided. Mr. Barnett's lectures are distinctly practical, and we are sure that any teacher in London who can get to the

College of Preceptors by seven o'clock on Friday evenings would gain much profit.

MR. FITZPATRICK'S crusade against the lack of manners amongst juveniles in Liverpool may be looked upon also as an attack on pupil-teachdom. Not that Mr. Fitzpatrick, a member of the Liverpool School Board, intended this: he blames the teachers and the schools generally. There may be some truth in his charge. It is with regret to be noticed that reverence and respect are becoming "old-fashioned." And it has often struck us as unsatisfactory that the excellent discipline under which boys are maintained in school should, in some cases, give way to lawless rowdiness the moment the master's presence is removed. This would seem to imply that the underlying motives of the discipline are capable of improvement. But we always protest against the wholesale charges of bad manners amongst children. We have sometimes brought forward happy instances of the contrary. To revert to our first point: pupil-teachers cannot be expected to have great influence. Their method is a rough and ready one. In this matter of pupil-teachers, Liverpool is a great offender. Only 44 per cent. of teachers in that town are certificated, or one for every 94 children in average attendance. It is also calculated by the *Schoolmaster* that at least 10,000 children in Liverpool do not go to school at all.

THE Phonetic Sub-committee of the Modern Language Association has undertaken what would seem, at first sight, a colossal inquiry. Says Mr. Atkinson, the Secretary, in his letter accompanying the circular entitled "Good English": "You are requested to aid the Committee in making a census of the actual pronunciation of English by educated people." Then follow several columns of test-words, with suggestive notes as to possible variations in pronunciation. This list has been drawn up by Prof. Lloyd. To readers who are not familiar with the alphabet of the Association Phonétique the circular may appear forbidding. But a small effort suffices to overcome this difficulty, and a valuable piece of information will have been acquired if the answers are fairly numerous. Any one of our readers who is not a member of the Modern Language Association, but who would like to help in this inquiry, should write to Mr. H. W. Atkinson, at Rossall School.

FROM the report of the Assistant-Masters' Association's meeting at Birmingham, it will be seen that security of tenure, so long a burning question among primary teachers, is at last beginning to be seriously agitated among secondary teachers. The organization of English schools is, in this respect, unique; and, as some of our readers will bear witness, it is hard to convince a French or German *professeur* of the fact that his English colleague is dismissible at the will and pleasure of the headmaster. In our correspondence column will be found what appears on the face of it a monstrous case of arbitrary dismissal. Till we have heard the other side we refrain from all comment; but we have no hesitation in saying that, unless the Headmaster of Oundle is able to rebut the very precise and explicit charges brought against him by the Rev. R. Edmonds Jones, he should be called upon by his Governing Body to give an account of his stewardship.

ON the 4th of last month a new grammar school was opened at Bolton. The foundation of new schools is fortunately no uncommon event in our day, and in this respect the reign of Victoria has eclipsed the golden prime

of good Queen Bess; but modern benefactors, like Mr. Holloway, Mr. Mason, and Mr. Firth, have as a rule been fired with the ambition of founding institutions that shall perpetuate their own names, and the new Grammar School of Bolton is almost a unique instance of the revival and augmentation of an ancient foundation. It was founded in 1524 by a Lever, and, by a strange coincidence, one of the same name, though not of the same family, Mr. W. H. Lever, has transferred the school from a site that had grown wholly unsuitable to a stately mansion with spacious grounds. The governors have likewise succeeded in effecting the amalgamation of the High School, and the Hutton trustees have endowed it with scholarships for the University. In its new premises at Westburne, with a new and vigorous Headmaster, Mr. Lyde, the late Principal of the Glasgow Academy, it starts this term on its new career with increased numbers and every prospect of success.

TECHNICAL EDUCATION.

THE Board of Agriculture's report on the distribution of grants for education and research for 1898-99 indicates that thirty-three County Councils are more or less closely associated with the eight collegiate centres aided by the Board. The total number of students taking systematic courses in agriculture in the colleges was 142, of which number 71 were in the first year, 48 in the second, while 23 were continuing their work for a third or fourth year. It would be interesting to know what proportion of these students take up the industry of agriculture, and the value of the Board's report would be increased by the addition of such information. The collegiate centres also arranged short courses of about six weeks' duration, which were attended by 159 persons.

It may be stated, as regards students entered for systematic courses of from one to three or four years' duration, that Wye College heads the list with 50, the next in order of numerical strength being Bangor, with 22; while Nottingham, Reading, and Cambridge are credited with 16, 15, and 12 respectively, Newcastle-on-Tyne and Aberystwyth claiming 10 only, and Leeds concluding the list with 7. The value or success of these collegiate centres must not, of course, be measured by simply counting the heads of in-college students. As Major Craigie points out, the different County Councils have more or less closely associated their educational machinery with the colleges as an efficient and economical means of systematizing their local schemes of technical instruction in agriculture. "The collegiate staffs, moreover, supply the counties with scientific advice and the assistance of qualified lecturers, and secure the most effective supervision for demonstrative plots and agricultural experiments, which, it is satisfactory to note, are very generally being established throughout the country, to the direct advantage of those engaged in agriculture."

IN the matter of "grants awarded," it is gratifying to record that the Board has recognized the claims of the Midland Dairy Institute—a sum of £300 finding its way thereto. Reading, it appears, continues to obtain exceptional consideration. It heads the list of awards with £1,100. There may be special reasons for exceptional treatment, but, if so, they do not appear in the report. Some instructive statistics are given relating to the work of the British Dairy Institute, which is now associated with Reading College. The expenditure during the year amounted to nearly £1,700, against which may be placed the receipts for sales of produce amounting to £576. The net cost of maintaining the Institute for the year, therefore, was about £1,100. A total of 131 pupils were instructed for periods of from one week to eight. Put in another way, if the session of a Dairy Institute is forty weeks, an average of about fifteen pupils, it may be estimated, were in attendance.

It appears, therefore, that the cost per head per annum of instruction in butter and cheese making in the Dairy Department of Reading College is over £70. At the Midland Dairy Institute a similar method of calculating the cost yields the respectable average per head per annum (including board and lodging) of about £130. This work at these rates, it is to be remembered, is conducted almost entirely at the public cost—the students who pay their own fees being few. It is also to be remembered that Mr. Chalmers estimated the average cost per student in degree courses at thirteen local University colleges to be £51 per annum.

THE Worleston Dairy Institute, as the last report of the Cheshire Technical Instruction Committee shows, managed to instruct and maintain its pupils at the average cost of about £50 per student per annum. A total of seventy students attended the Institute for periods of from one to twenty-five weeks. Students trained at this school, it is said, are eagerly sought after as dairy-maids—and the demand at times is greater than the supply. There is not, apparently, a corresponding demand for admission to the Institute. "Farmers assert," says the report, "they cannot spare their daughters, that labour is scarce, and every hand is required at home. The claims of labour are allowed to supersede the claims of education, and in some circumstances this could probably be understood; but, when the instruction is bearing upon the manufacture of an article upon which the livelihood depends, such an excuse is, to say the least, short-sighted—penny wise and pound foolish." This may be so; yet it is to be supposed that the dairy farmers of Cheshire not only understand their business, but are anxious to increase the margin of profit.

AT the Agricultural and Horticultural School established by the Cheshire Committee an average of forty-five students were under instruction during the year. This school is designed to admit pupils leaving the elementary schools, and combines theory with practice. In considering the reports of an institution of this description, the question suggests itself as to the object in view. Those engaged in agricultural pursuits may be divided into four general classes: (1) land agents, (2) tenant farmers, (3) stewards and farm managers, (4) labourers. The land agent's class may be assumed to be capable of looking after itself; for the son of a tenant farmer, "reared" on the land, a sound secondary education, with a scientific bias, is the best preparation for a long or short course of agricultural teaching at a collegiate centre. Stewards and farm managers are frequently the younger sons of smaller tenant farmers, or workers who have exceptional abilities or opportunities; but they must acquire their practical experience on commercial farms. Finally, the large class of all sorts and conditions of labourers can acquire their essential manual skill while they are earning wages.

WHAT, then, is the object of maintaining, at considerable public expense, an institution for exercises in manual labour which are either (1) unnecessary, or (2) if necessary, capable of being acquired elsewhere, with wages into the bargain? The question is not asked in any hostile spirit in regard to the School of the Cheshire Technical Instruction Committee, which appears to be efficiently and economically conducted, and to be doing a useful work. But, in considering the appropriation of large sums of public money, it is not sufficient to ask: "Is good work being done?" It is desirable to inquire whether the work is necessary, and, if so, whether the same result may not be achieved without the aid of rates and taxes.

A MORE striking and less satisfactory example of the Industrial Farm School is that established by the Bedfordshire County Council. This school, as the prospectus indicates, provides instruction in the principles underlying the best farm practice, by indoor teaching combined with outdoor work, such as may render the pupils skilled in the various farm arts. In addition to board, lodging, and instruction free of cost, "reward wages" are paid conditional upon good conduct and diligence. These "reward wages" amount to about 2s. a week during the first year, and 2s. 6d. a week during the second year. To equip this institution it cost the County Council £3,000, and last year the sum devoted to maintenance was just under £700. The seventeen pupils in the school were chiefly sons of labourers.

THE report gives an interesting list of the occupations of seventeen "past scholars," and an analysis of this return speaks for itself. They may be classed as follows: Farm hands 6, on farms at home 2, cowmen 2, gardening and poultry work each 1, railway employes 4, on school farm 1. Education is, no doubt, a very important public concern, but to expend £50 a year on the production of a farm hand or a railway employe, who requires "reward wages" during the process, seems to be an investment of a somewhat dubious character.

THE NEW DEPARTURE AT SOUTH KENSINGTON.

By H. MACAN.

SLIPPED in between the pages of the "Directory" for 1899-1900 there is a fly-leaf, which runs as follows:—

The Lords of the Committee of Council on Education have under consideration the assessment of the efficiency of instruction in the Elementary Stage of Science and Art subjects by inspection only; it is proposed to discontinue examinations, as a test for the purposes of assessing the grant in that stage, after the year 1900. It is proposed that

papers shall continue to be set in that stage for students who may desire to be examined and to possess a certificate of having passed the examination; but that in those cases a fee (2s. 6d.) should be charged to cover the cost of examination.

It is difficult to conceive anything more likely to lead astray the ordinary educational theorist than this which "is proposed." Our elementary friends fell into the trap forthwith. "Sir J. Donnelly," says the *Schoolmaster*, "has gone, Sir G. Kekewich reigns in his stead; so what more likely than at once a beneficent (?) change?" Examination (as in the elementary schools) gives way to inspection, and everything is beautiful in consequence. But, to the serious educational politician, free from prejudice as regards the Science and Art Department, and unaddicted to personalities as regards Government officials, things wear a different aspect, and such "proposals" require careful examination. In the first place, "those in the know" were warned of this coming change as long ago as last May, before Sir G. Kekewich had had time to discover the difference between science and art, and that neither of them was elementary education. Again, one's memory is carried back to other "beneficent" changes of recent date, viz., the shutting up of the small classes consequent on the change in the system of assessing grants from the individual results to the capitation principle. The discontinuance of building grants, following on that of apparatus grants and the docking of the Parliamentary grant for the purchase of works of art and scientific machinery at South Kensington, will all pass through the mind. And, last of all, some people remember the action of the Treasury representative on the late Departmental Committee, and a few political students read the speeches and explanations of Mr. Hanbury in Parliament. Suspicion being once aroused, it is only necessary to ask two questions in respect of the projected reform. First, *Cui bono?* and, secondly, will it be educational in its effect?

To the first question Sir H. Roscoe furnished an admirable answer some seven years ago in his analysis of the distribution of the science grants under the old system. No less than 80 per cent. of the money, he showed, went to the Elementary Stage, only 16·9 per cent. to the Advanced Stage, and but 2·7 per cent. to the Honours Stage in the science subjects. He also pointed out that the Elementary papers were increasing by leaps and bounds as compared with the Advanced ones, and that examination charges were reaching an enormous total. Now, of course, that result grants in Elementary Stage work have gone, the cost of examining is not so striking, while the better equipment of schools and teachers—the result of County Council activity—has largely increased the relative proportion of Advanced work, the present figures as regards papers worked being 74 per cent. Elementary papers, 24 per cent. Advanced, and 1 per cent. Honours. Still, however, the desire for a certificate, even if it carries no grant, goes on, and in 1897 no less than 117,287 papers were worked in the Elementary Stage, and in 1898 the number was 111,780. The figures in the above computation refer to science only, and as regards the last two years do not include the pupils in "schools of science," who earn close on £83,000 annually out of the total grants of about £170,000. These "organized" pupils are of course already mainly inspected and not examined. In respect of art—where, however, as will be shown later, the question is not so important—in 1891 no less than 118,675 exercises were worked in the Elementary Stage, as against 3,300 in both higher stages. Now, without going into very careful comparisons, it is plain that to abolish the examination of 230,455 persons at one swoop will save an enormous sum of money to somebody. The head examiners will probably not suffer much in their incomes, but the whole army of assistants will go, together with the large office staff required to conduct the clerical work of sending out and receiving the parcels of papers. The gainer is obviously the Treasury, which has been really responsible for years for all the "unpopular" acts of the Department. Of course we do not blame the Treasury for doing its proper work, but the fact remains.

But, we shall be told, "this is all in the interests of education." Is it? In the first place, there is no analogy with the late unlamented examinations of the Education Department. These constituted a compulsory field-day, exhaustive and worrying to teachers and pupils alike, while the passing of them was a matter of no consequence or honour to the individual, but merely a piece of grant-assessing machinery in respect of the

school as a whole. The effect was consequently bad. The entry for a Science or Art examination, however, is a voluntary action on the part of an individual, and the passing of it reflects credit upon his abilities and industry; in many cases he takes up science or art studies because he wants the certificate. The passing of the examinations in the Elementary Stage has even now little or no effect on the grant. Hence these examinations, like the Oxford and Cambridge Locals or those of the College of Preceptors, give an object for study, a useful stimulus, and a definite line of work. In the school of science, where the pupils get all these advantages otherwise, and are under discipline and direction, the examinations are, of course, practically superfluous, at least for the younger students. In the school of art also, where every pupil is striving after proficiency and aims at the group certificate, rather than at that for the individual subject, there is no hardship, but rather otherwise, in reserving the examination test until the more advanced stages of dexterity have been reached.

But, when we come to deal with evening-class students, the case is very different. They are unaccustomed to prolonged and serious study. In their educational diet the *hors d'œuvre* and the *entrée* are all-important. The prize distribution annually marks for them a real stage of progress, and the applause of friends and relations urges them on their path for another year. What will happen if in every town or village the annual show of certificates is diminished by 70 to 80 per cent.? Does anybody suppose that the students, as a whole, or any large proportion, will pay 2s. 6d. per subject? Have they even got it to pay? Or, perhaps, the Treasury cynically supposes that the County Council funds or the rates will come to the rescue, and pay over £30,000 a year. Most assuredly this will not be so; but, as a result, the evening classes for the poorer section of the community will fall off in popularity and become gradually extinct, while the County Council grants and other funds will be concentrated in the day schools of science or art. In art subjects, no doubt, it is possible that ultimately the gain may balance the loss; but in science, especially in those *sciences directly connected with our industries*, such as chemistry, building construction, and electricity, the result will be alike disastrous upon the teaching of scientific method and upon trade preparation. Everybody knows the terrible difficulties which are met with in plumbing, decorating, telegraphy, or electric lighting classes on account of the absence of just this elementary scientific knowledge on the part of the pupils. The City and Guilds Institute demands two Advanced Science and Art certificates as a preliminary qualification for some of its full technology certificates. But the technical institutes find the greatest difficulty in inducing even a small number of the trade students to take the Elementary Science Stage. What will happen when there is no certificate to show to their fellows and employers it is not difficult to imagine. Half the time of the "technical" instructor will be taken up in imparting tit-bits of science and art, and "scientific method" will find no place in the scheme of trade instruction. But, surely, say our airy theorists, this is all wrong; these good people should love learning for its own sake. If they only cultivate literary tastes and attend Extension lectures on the poets, they would take a higher view of life, and no longer sigh for the flesh-pots of South Kensington. But we are dealing with facts. Our evening students are adults, or semi-adults, to whom knowledge is a tool of livelihood rather than a delight of life. They must improve their position and their surroundings by the knowledge acquired before they can fly to the higher things which seems so simple and so desirable to the student in his citadel. Otherwise we will but propagate Danish ways, with their studies of Ibsen and insanitary "byres." Hence it appears to me, as at present advised, that the Department, without giving up any theory or principle as to "assessment of efficiency," should, in the interest of the poorer science student, continue to provide him gratis with his examination and certificates.

THE ASSISTANT-MASTERS' ASSOCIATION.

THE summer general meeting of the Association was held this year, on the invitation of the Midland Branch, at King Edward's School, Birmingham. Mr. J. L. NORTON, of Bury Grammar School, presided, and representatives were present from many of the more important schools. The proceedings began with a dinner on the Friday evening, at which the usual complimentary speeches of welcome

and encouragement were made. The following morning was given up to sight-seeing. Mr. VARDY cordially welcomed the visitors to Birmingham and took them over the Girls' High School. The Technical School and Mason College were also visited.

The earlier part of Saturday afternoon was spent in discussions affecting the Association itself. The meeting showed itself strongly in favour of incorporation—a measure which Mr. SWINSTEAD, the Hon. Secretary, urged in order to prevent the possibility of individual members being saddled with the expenses of actions undertaken in the name of the Association. It was decided to leave to the executive the particular form in which the incorporation should be effected.

On the next question—the desirability of electing ex-assistant masters as Associates—opinion was greatly divided. Some members felt that the strength of the Association depended upon its strictly sectional character. The rule at present stands that only men engaged in teaching as assistant-masters in secondary schools are eligible for membership. No definite conclusion was reached, and the rule remains as it was.

Hitherto in the list of members no degrees have been mentioned, except in the case of officers of the Society or members of the Council. It was now decided that degrees and educational diplomas, as well as experience in the profession, should be inserted. If in a few years' time the list of members should become a scholastic "Crockford," the gain will be great.

The latter part of the afternoon was devoted to the discussion of questions of more general interest.

Mr. O. G. PICKFORD, Wolverhampton Grammar School, read a paper on "Tenure of Office in Endowed Schools." His paper was mainly historical, and he traced the steps by which the "dismissal at pleasure" clause had come to be generally adopted. He also said the Association had secured recognition of one point—namely, the right of appeal to the governors against dismissal, and, although the Charity Commissioners still continued to disregard public opinion, their days in the land of education were numbered. They must make it their business to ensure that the Board of Education complied with the recommendation of the Commission whose findings they were established to enforce. He moved: "That the appointment and dismissal of assistant-masters should always be subject to confirmation by the governing body, with a right of appeal on the part of the assistant-masters before the dismissal is confirmed." Mr. WOOD (Tettenhall College) seconded the motion, which was passed.

Mr. FABIAN WARE proposed: "That such steps should be taken immediately by the executive of the A.M.A. as in its opinion would ensure—(a) That among the members of the Consultative Committee should be persons qualified to represent the views of assistant-masters. (b) That Clause 22 of the Endowed Schools Act, 1869, and Clause 4 of the Board of Education Act, 1899, should be amended so as to allow all headmasters and assistant-masters a right of appeal to the Consultative Committee in case of dismissal." Mr. ROGERS (Bradford) seconded the motion; but Mr. MCKINLAY moved as an amendment to delete the first paragraph and to substitute between the second and third: "The executive be asked to take vigorous steps in the direction of drafting and introducing a Parliamentary Bill embodying either the following amendments of the Endowed Schools Act and the Board of Education Act, or such equivalent remedies for insecurity of tenure of office as they may deem advisable." Mr. WARE accepted the amendment, which, with the other two clauses, was passed.

This, from the point of view of public action, is the most important resolution the Association has passed. Mr. WARE explained that his proposals were supplemental to Mr. Pickford's resolution, and he added that, as the Department was rather puzzled what to do with the Consultative Committee, when it was established, hints as to the occupation of its time and energies would be welcomed by the authorities at Whitehall. Mr. McKinlay's amendment has behind it the whole weight of the Lancashire and Cheshire Branch—the largest and most active of the branches. It pledges the Association to a forward policy of endeavouring to educate public opinion by means of a private Bill in Parliament. The success of the Association, and the position it has now attained in the eyes of the educational public, would seem to justify an active progressive movement.

Mr. G. F. BRIDGE (of Ipswich) read a paper bristling with details and figures, in which he worked out a system of universal compulsory State pensions for teachers. It is impossible in a summary to do justice to the mass of information the writer had got together, and it was equally impossible for the meeting, with a long agenda paper before it, to give the matter a full discussion. No doubt the paper will see the light in some other form. Mr. Bridge concluded by moving the following resolution, which was carried without a dissentient vote:—"That this meeting, having in view the inadequate remuneration given to assistant-masters in public secondary schools, and also the fact that they are engaged in the public service, considers that such assistant-masters have a just claim to a pension scheme assisted by public money; that any pension scheme, to be satisfactory, must be based on the principle of the formation of a central fund by the compulsory contributions of governing bodies and assistant-masters."

Mr. SWINSTEAD contributed an excellent paper on the subject of

"School Inspections." He related many amusing instances to show that the present system sometimes breaks down in a ludicrous fashion. The resolutions supported by his paper were passed with slight amendments, and are as follows:—(1) "That this meeting is of opinion that in secondary schools inspection should be compulsory, that the cost should be borne by the Board of Education, and that the inspectors should have had at least five years' recent experience in those schools, and that inspection shall be carried out by salaried inspectors who shall devote their whole time to the work." (2) "That the reports that follow an inspection or examination should consist of two parts—(a) a general part for publication, (b) a detailed part for the use of the staff, containing suggestions and advice on the working of the school."

Mr. SWINSTEAD also moved: "That, in the light of recent events, it appears to be necessary that a representative of the Board of Education should be present at the election of every headmaster of an endowed school, and should report on the election to the Central Board." It is perhaps not wise to give special reasons for this resolution. But certain cases must be known to all in which governing bodies have shown their need of guidance and supervision.

Mr. SWINSTEAD's final resolution of a graceful vote of thanks to the Charity Commissioners for their action in the case of Grantham Grammar School was cut down to its barest form: "That the thanks of the A.M.A. are due to the Charity Commissioners for having held the Grantham inquiry." Mr. FABIAN WARE forcibly urged the arguments of an heroic virtue which deems it wrong, if not ludicrous, to thank a man for doing his duty.

The meeting ended with several votes of thanks, and the visitors left Birmingham greatly impressed with the energy of the Midland Branch and delighted with the cordial reception and friendly hospitality they had received.

LADIES AS ELEMENTARY-SCHOOL TEACHERS.

By ONE OF THEM.

DURING the last few years, since unmarried women have begun to realize that they may make their lives more interesting and profitable by providing themselves with some useful occupation, many ladies have wished to take up elementary-school teaching as their life-work. To these I would give the result of my experience, feeling that the months of bitter struggle which I have gone through in making this experiment will not be absolutely fruitless if they serve as a means of guidance to any who think of undertaking a similar task.

Knowing nothing whatever of elementary schools, I worked for the Queen's Scholarship Examination at home, and was admitted into a training college, where I spent two happy and busy years, learning from the conversation of my companions, who were mostly pupil-teachers, to look forward to school work as easy, interesting, and pleasant.

I was soon, however, to find out my mistake. On leaving college, bearing now the proud title of "trained and certificated teacher," I accepted a post as senior assistant of a school in the lowest slums of one of our large towns. Interesting the work certainly is. How could it be otherwise, bringing one, as it does, into close contact with the minds of so many fellow-creatures? But easy or pleasant!

It will, perhaps, best serve my purpose to run through the chief difficulties which I have met with during my school work. Want of experience is a general name covering many of the difficulties and annoyances with which it is beset. The knowledge gained by the pupil-teacher when she is a child, and nothing is expected of her, is painfully acquired by the assistant as second in command of the school. But the misery involved in being incapable of doing the work which is easily carried out by the young pupil-teachers under your care is not merely the result of loss of dignity. The fourth-year pupil-teacher understands her scholars thoroughly; whereas they are a constant puzzle to the inexperienced assistant. Take an example. She comes to school in the morning, meaning to start fresh after yesterday's troubles. The children come in quietly, and sit like mice through the calling of the registers. Encouraged by the silence and meekness, the teacher determines to take up some serious subject in the Scripture lesson—one that she has postponed, perhaps, till she can hope for some degree of responsive reverence from the horde of young savages committed to her charge. At first the order is all that can be desired. Suddenly a girl sneezes; her neighbours on either side titter. The teacher thinks to check the merriment by an authoritative word; but another girl sneezes, and there is more

laughter. In a few minutes the whole class is sneezing and giggling. It is evident that the sneezing is real; there is no humbug about it. The children's eyes are red, and tears are streaming down their faces. What can be the matter? The class is in confusion, and the unfortunate teacher is helpless. At this crisis the headmistress comes along. With a quick glance at the class, she says: "Come out to me the girl who has *soda*!" A momentary hesitation, and then, amidst profound silence, ten or twelve girls bring out their lumps of soda. They receive the due number of strokes with the cane, the soda is confiscated, and the headmistress passes on, leaving the "trained and certificated assistant" feeling more useless and impotent than she has ever done in her life before.

It is not, however, the teachers only who find difficulty in fathoming the ways of the children. The children find it equally hard to see things from the new assistant's point of view. This is a lesson which the inexperienced teacher learns gradually. It does not occur to her at first that her pupils consider her affected because she does not speak as they do, and "stuck-up" because she pronounces her "h's" correctly. This knowledge was borne in upon me one day as I was strolling down the school lane—slowly, for the bell had only just begun; pensively, for school work makes one thoughtful. Two women were lying along the pavement, propped with their elbows on the stone, and their heads on their hands—an attitude much affected by the ladies of our neighbourhood. As I passed they sat up and watched me. "Oh, my!" said one of them, and the other responded with "Lor!" The tone of these exclamations was unmistakable, and came to me as a revelation. With this hint to guide me, I soon discovered that the children also were imbued with the idea that their new teacher was a mass of affectation and arrogance—a subject rather for ridicule than for imitation. This may seem a trifle; but the difficulty becomes very real when the elder girls listen to your remarks as to their manners or their way of speaking with a contemptuous tolerance, looking upon them as the outcome of your "funny notions," and never dreaming of availing themselves of the help you wish to give them towards an advance in civilization. An example of this struck me during my first school term. I was asked to give a lesson on "Personal Cleanliness" to the upper standards, and my headmistress cautioned me to make it thoroughly practical. "Don't be afraid of what you say," she urged. "I want it to make a real difference in their everyday life." Acting upon these orders, I referred, among other details, to the use of the tooth-brush. I asked them, in the first place, how often it should be applied, and received the startling reply: "Before and after every meal!" I felt dubious as to how far the dirty young ragamuffins before me lived up to this severely high standard. But the answer was solemnly given and quietly received by the class, so I accepted it, and gravely discussed the point. Afterwards I repeated the answer I had received to the headmistress, and asked her whether she thought they really had that ideal before them. "Bless me, no," she said. "Most of them have never seen a tooth-brush; and, as to meals, why, they are given a hunch of bread-and-butter, and sent out to eat it in the gutter." Then I saw how it was. They had been humouring me. They looked upon a tooth-brush as too high-flown an idea altogether; but, supposing that I wanted some marvellous answer of that kind, they were loth to fall short of my expectations.

The moral I draw from this and similar experiences is that, although the refining influence of a gentlewoman could not fail to soften and sweeten the characters of these wild, rough girls, were it to reach them, yet it is almost impossible to bring it to bear directly on them. There are so many hindrances to the establishment of a connexion. The children cannot understand this new stamp of teacher, and, even when time has staled the delight of teasing her, they regard her with amused tolerance as a "soft." They miss the outward signs of authority to which they are accustomed—the influential "Ere!" which pulls up the wrong-doer; the familiar "I'll 'teacher' you!" when a girl dares to speak without being spoken to; or the "Did I say you might? Did I? Did I? Did I?" with its accompanying shakes, which must be borne in silence if the culprit is to escape the penalty due to "answering back."

But, if it is certain that the work of an inexperienced assistant is not *easy*, it is equally certain that it is not *pleasant*. Indeed, the

unpleasantnesses are often of such a character that one prefers not to dwell upon them at too great length. One has only to glance at the hovels in which our children spend their nights, if not their days, to understand that it is hopeless to do more than exact a superficial cleanliness of face, hands, and pinafore from them. I will say no more. The horrors of dirt are better imagined than described; but let no "cleanly-bred" young woman soothe herself with the idea that she will "get accustomed to it." With the best will in the world, the facts are too real to be ignored.

The serious trouble caused by the interference of unreasonable and undisciplined mothers is one which I should like to mention, however, as it forms an important item in school life, and one likely to be overlooked by those who have not suffered from it. Of course, there are exceptional mothers who lend their support to the teacher's influence; but the work of these precious women is done quietly at home, and only reaches the ears of the school authorities by chance; whereas the other class, who look upon the school teachers as their natural enemies, contrive to make the word "Mothers!" a sound of horror to the inexperienced. Even one mother is difficult to manage when she comes up full of indignation over some imaginary injustice to "our Annie." She is mostly very violent and equally unreasonable whether she is in the wrong or the right—the latter case, of course, occurring occasionally, when, for instance, a child is *kept in* five minutes longer than the Board allows. The watchful mother never overlooks the opportunity afforded her by such a mistake; but, as a rule, she does not wait for provocation—when things go wrong at home it is so satisfactory to be able to vent her wrath upon the new teacher. In the rough districts in which I have worked, however, the mothers band together in fives and sixes, and make a regular day of it. They begin operations by a prolonged visit to the gin-shop, and, when they have worked themselves up to the requisite pitch of excitement, they clatter noisily up the stone stairs and precipitate themselves into the quiet school-room, shrieking and gesticulating incoherently, red-faced and hot in their drunken fury. Such a scene usually ends in an appeal either to the master of the boys' school or to a passing policeman, and the over-anxious mothers are forcibly ejected, to work off their feelings in the street; while the wretched children, who have gaped and giggled during the invasion, soon settle down to work again, only too well accustomed to such hateful sights and sounds.

There are, then, two distinct warnings which I should like to impress upon ladies who wish to undertake elementary-school teaching. The first is: they should confine their work to the better-class schools in respectable districts, where the girls have such a home-training that they are enabled at least to appreciate the efforts of those who wish to instil a certain refinement of manners and conduct into their minds; where gentle, quiet habits will serve as a model instead of a laughing-stock, as they do in the rougher schools, where a manner so far removed from that to which the children are accustomed completely destroys the teacher's influence with them. Then the girls who are educated in these schools will be fitted to undertake the work among their less civilized sisters, and will, in their turn, hand on the benefits which they have received, thus forming a link between the social classes which should be as beneficial as it is natural.

The other piece of advice which I wish to offer is that no one should undertake the work of elementary teaching who has not begun early enough to go through the four years' apprenticeship as pupil-teacher. The experience gained during those years is so invaluable, and so easily acquired, that I do not hesitate in pronouncing it absolutely necessary to successful and happy work in school. The faults which are commonly imputed to the pupil-teacher system seem to me to lie further back in the work of the "standards." The girls who form the bulk of the pupil-teachers have been taught in the elementary schools. They go steadily through the school of their district, and, passing from the upper standards to the probationary stage of *monitor*, are bound in the following year as *pupil-teachers*. These girls have received no better bringing-up than their sisters and companions, who become, at best, factory hands or "generals" in a lodging-house. During the years in which they pass the standards, the children receive, if the school be a good one, a firm foundation in the elementary subjects; but they are not taught the lesson which is so essential to them in

after-life—the lesson of learning for themselves. The information which they acquire is given to them ready prepared, and, by however intelligent a method their oral lessons may be administered, the *children's* share in the business is not an intelligent one. They are never given a book and told to study from it; the lesson is “got up” by the teacher, and, if the children are to do more than listen to it, the chief points are picked out by her and written on the blackboard for them to learn. The consequence is that later, when they become pupil-teachers, they are absolutely incapable of doing their work independently. I was once asked, in the temporary absence of a headmistress, whom I have always honoured as one of the most intelligent and wide-minded of her race, to “hear” a pupil-teacher's history lesson, and it was indeed a case of “hearing” it. The girl handed me a text-book, and, as I was looking over the two pages set to see how I could best test her work, she suddenly began, and, to my amazement, repeated the first page word for word, and the second page in broken meaningless sentences. Waiting till she had finished, I asked her one or two leading questions, but it was evident that the words she had repeated conveyed no ideas whatever to her mind. I tried to show her the uselessness, for examination or any other purposes, of attempting to learn the whole book by heart, but she only replied doggedly: “Governess told me to learn it like that”; and when I afterwards asked “Governess” for her reason, she answered: “If I don't make them learn it by heart, they don't learn it at all; they know no other way of doing it, and I have not time to teach them.”

The natural result of this barbarous method is seen when the pupil-teachers enter college. The following case is no exception:—A student was observed to spend the whole of an hour set apart for the study of physiography in elaborately copying, in beautiful copperplate writing, a page of her text-book treating of the distance of the sun from the earth as ascertained by the parallax of Mars. On being asked if she meant to spend another hour in learning it, she replied: “Oh, no! I don't bother much with the difficult bits, but I've written it out!”

No; I consider that the ideal training for elementary-school teachers is that of a healthy girl who is brought up in a well ordered home, where she acquires habits of methodical work, and who is sent to a thoroughly good secondary school, such as a Woodward or a high school. There she receives a thorough grounding in such subjects as history, geography, English, French, &c., which (with the exception of the one or, at most, two which have been taken as class subjects in their school) are sprung upon the unfortunate elementary-school girls as a perfectly new branch of learning when they begin their examination work. Our ideal girl also acquires the habit at school of learning by herself, so that later on, while those who have not had her advantages will pore for hours over a book with no result but a headache, she will be enabled quickly to seize the gist of the pages set, make sure of the chief points, and pass on cheerfully to other work.

She must then, for the reasons at which I have already hinted, go through her four years' apprenticeship as a pupil-teacher. During this time she will gradually and easily learn the art of managing children. The mistakes she makes will be expected and readily condoned; while, for the credit of the school, she will receive constant help and advice as to her teaching. Her book-work will be no difficulty to her, for not only is she already familiar with the subjects set for study, but she is accustomed to work alone; while the fact that she is two or three years older than her less fortunate companions tends to make her steadier and more zealous over her work. In these four years she will have the opportunity of learning needlework, a branch of education which, alas! is sadly neglected in most secondary schools, but which is an important part of the elementary teaching of girls. She will be gradually and calmly initiated into the mysteries of registration instead of having them hurled at her in a series of maddening hypothetical cases during the period of her college training.

Finally she goes to college, and spends two years studying the theories underlying the practical teaching which has become so familiar to her, and, having her own experience to check them by, she is not exposed to the sneer which damps the enthusiasm of girls who know schools only through the medium of college training. “Oh, yes; but you must forget your college notions if you are to be of any use in school” is a remark which meets many a teacher who leaves college with

the earnest intention of making the most of the lessons she has learnt there. The girl who has had the advantages both of a secondary school and of the pupil-teacher's apprenticeship will have been over most of the ground covered by the extensive syllabus of the Teacher's Certificate Examination, so that there need be no question of over-work or broken health during her college career.

She will thus go forth to her work fully equipped, with health and strength, the habit of work, experience in the management of children, and a good all-round knowledge of the subjects which she is called upon to teach. With such a training, in a clean school and a respectable neighbourhood, no girl who is ready to face a certain amount of drudgery and steady work need doubt that she will find a happy and useful occupation in an elementary school.

CORRESPONDENCE.

PHONETICS FOR SCHOOLS.

To the Editor of The Journal of Education.

SIR,—Your insertion of Miss Brebner's article and Dr. Lloyd's letter shows that the subject of phonetics is coming within the sphere of “practical educatics,” if I may coin a new phrase. I have no desire to criticize the present arrangement of the Soames alphabet. All such efforts are infinitely better than the orthographic system now in vogue. That there is need of an improved alphabet no one doubts, and any and every attempt to produce an improved alphabet must meet with opposition; but amongst phoneticians a little more charity is needed for the common good.

May I outline a scheme which a few friends have formulated for use in schools?

Long Vowels and Diphthongs.

Medial.—*aa* (palm), *ai* (paid), *ee* (feed), *au* (fraud), *oa* (boat), *oo* (food), *ei* (mind), *eu* (feud), *ou* (owl), *oi* (oil).

Terminal.—*ay* (pay), *aw* (flaw), *y* (by), *ew* (few), *ow* (cow), *oy* (coy).

Short Vowels.

Medial.—*a* (pat), *e* (pet), *i* (pit), *o* (pot), *u* (put).

Terminal.—*y* (pity).

Consonants.

b, c (hard), *d, f, g* (hard), *h, j, k* (before *e, i, ei, eu*), *l, m, n, p, q* (for *kw*), *r, s, t, v, w, x, y, z*.

Double Consonants.—*ch, ng, th, th* (them), *sh, zh*.

By this scheme the broad English sounds may be represented with the least change of existing forms, with easy transition to current literature. It is little use endeavouring to represent fine shades until the public mind has become phoneticized.

There is another feature of this subject which needs attention—the omission of silent letters in ordinary writing and printing. A movement in this direction is on foot in America. Why not in England? We are spending time and energy by writing redundant letters which might be avoided. Why not omit the following letters, and adopt the following reduced forms?

Omit <i>a</i> , and write	hed, led, bred, mesure, fether.
“ <i>e</i> “	hav, liv, gon, hart, litl, deemd, feard.
“ <i>i</i> “	lesure, frend, parlament.
“ <i>o</i> “	trubl, dubl, ruf.
“ <i>u</i> “	favor, color, labor, gilt, bild, gard.
“ <i>ue</i> “	catalog, pedagog, leag.
“ <i>me</i> “	program.
“ <i>o-l</i> “	wud, shud, cud.
“ <i>ugh</i> “	tho, altho, thoro.
“ <i>o-gh</i> “	thru, thruout.
Change <i>ed</i> to <i>t</i> “	shipt, mixt, furnisht.
“ <i>ph</i> “ <i>f</i> “	telephone, telegraf, filosofy.
“ <i>gh</i> “ <i>f</i> “	lafter, enuf.
“ <i>que</i> “ <i>k</i> “	mosk, burlesk, grotesk.

Several of these suggested forms are really old spellings, current in the writings of Spenser, Shakespeare, Milton, Scott,

Carlyle, and Tennyson. If imitation be the height of flattery, why not indulge in such sensible spellings stamp with the impress of our standard authors? The adoption of these or any additional amended forms must be the work of time. A determined effort to establish improved forms, gradually, should meet with ready acceptance, especially if recognised by authoritative bodies—Government Blue Books, Acts of Parliament, Education Department, Universities, &c. In a measure this is done by the National Educational Association in America. Much personal effort and courage is needed, and until spelling reformers adopt some modified forms in their *own* writing, it is little use urging others to do so. Will the readers of the *Journal* make a start and “bell the cat”? Why be afraid?—Yours, &c.,

H. DRUMMOND.

S. Nicolas' Hous, Hetton-le-Hole, R.S.O.

THE STORY OF A DISMISSAL AT OUNDLE SCHOOL.

To the Editor of *The Journal of Education*.

SIR,—I hope that the following account of my dismissal will be of interest both to those assistant-masters who are exposed to similar treatment and to the public at large, and will show the need of some check or restraint upon the powers which a headmaster may now abuse, and which in my case, I venture to say, have been flagrantly abused.

On July 10, 1899, I was summarily dismissed “for interfering with what the Headmaster, Mr. F. W. Sanderson, thought to be proper treatment of a colleague.” This is the *exact* reason given.

The course of events leading to this high-handed action is as follows. On Sunday, March 12, 1899, a masters' meeting was summoned, from which I was, by chance, absent, and the colleague in question, who has worked at Oundle for over twenty years, and has enjoyed the respect of the staff as well as of his neighbours, was charged with opposition and disloyalty—the last words being: “I leave the matter in your hands, gentlemen.” No reasons were given, and we still know of none.

We heard no more of the matter, and at the commencement of the Midsummer term, 1899, we thought that the relations between the two had improved. But on Sunday, June 11, as we were leaving church after morning service, the Headmaster addressed our colleague, in the presence of some of the staff and of others, in what can only be described as a most insulting manner, and suspended him from his school duties for two days. A reason for this treatment was at once asked for, but was most insolently refused. Having been an eye-witness of this scene, and feeling personally humiliated by the overbearing demeanour of the Headmaster—a feeling which was generally shared by my colleagues—I ventured to visit my colleague next day to ask what cause there could be for this treatment and previous treatment of the same kind. Moreover, as the Headmaster, by calling a meeting of the staff, had already seemed to invite us to take official notice of the relations between them, I offered my colleague my services to bring them together, in the hope that some satisfactory explanation might be arrived at. However, he, while courting inquiry, thought it was better for the staff, *as a staff*, not to intervene, though he was grateful for our expression of personal sympathy with him. In consequence nothing was done.

Soon afterwards my colleague was summoned suddenly from his room, and, within earshot of his form, was told to leave the Latin class and the premises “for his dirty [*sic*] behaviour,” no explanation being given. A day or two later, Saturday, July 8, 1899, the Headmaster, after morning prayers, startled the whole school, masters and boys, by addressing the boys, saying that “he had been insulted, that he was insulted almost daily”; but did not tell us by whom, and we are still in ignorance. Immediately after this melodramatic scene, he interviewed myself and one or two colleagues, and forbade us to discuss the recent occurrence. He remarked that he came specially to me, as he had been *informed* that I had visited my colleague and expressed sympathy with him. I at once acknowledged it, and said that I felt that I had a duty to a colleague, and did not think his treatment *in any case* justifiable. I declared that I was no champion of my colleague in the actual cause, if any, of quarrel between them, and begged Mr. Sanderson to state his case to the staff openly. He refused. On the following day

(Continued on page 630.)

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* * The next number of *The School World* will be published on October 3, and all subsequent numbers will appear a few days before the beginning of each month.

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Sunday, July 9, 1899, after chapel again, he desired my colleague to come and see him, and then formally demanded his resignation—telling him that, if he did not resign, he would adopt other measures, but assigning no cause. On Monday morning, July 10, about 7 a.m., I received a summons to the Headmaster's study, and was told that "I had interfered between him and the proper treatment of my colleague."

I confessed, as before, that I felt that he was not justified in humiliating him *and us* in this intolerable fashion, and that I was by no means the only member of the staff who thought so. He then informed me that he had come to the conclusion that we could not work together, that he had written out a cheque for the Midsummer term and the next, and dismissed me. I quietly accepted the cheque and left his presence.

I think that I must state here that some three or four weeks before this occurred Mr. Sanderson had cordially recommended me for the headmastership of the important school which I now hold, and had expressed his sorrow at the thought of my probable departure.

Will it be believed that this Headmaster, when questioned by the Governing Body of my school as to the reason of my dismissal, wrote a document in which he endeavoured to identify me with the unintelligible difference between himself and my colleague? He deliberately tried to give a false impression of my conduct, and never so much as hinted that it was to his insulting treatment alone that I objected. He also thought that his recommendation ought to be modified in the light of recent events but could not recollect what he had said in my favour.

I am glad to say that he has failed in his attempt to injure me. He also stated that I had demanded an explanation of my colleague's dismissal; but up to the end of the term, August 1, 1899, my colleague had not resigned nor been dismissed; so how could I have done so before July 10?

I never demanded any explanation of it; I only, as I have said, protested, as did another senior member of the staff, against the offensive treatment I have tried to describe.—Yours truly,

R. EDMONDS JONES, M.A. Oxon.,

Canada, September, 1899.

Clerk in Holy Orders.

SECONDARY EDUCATIONAL FINANCE.

To the Editor of *The Journal of Education*.

SIR,—I trust the following may meet the eye of Sir J. Gorst and of Prof. Jebb. The Headmasters' Association calculate the income from all sources at £15 per head where the average is under a hundred. The Organizing Secretary of the Kesteven (Lincs) County Council has just issued a report on the secondary education of his district, at the request of his Committee. There are five secondary endowed boys' schools in full working order.

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The numbers are approximate; but they are near enough for all practical purposes. There is no justice in such a proposal, and, if carried out throughout the country, the financial secondary problem would be solved.—I am, Sir, yours, &c.,

A. B. C.

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MEASUREMENT AND SIMPLE SURVEYING.

AN EXPERIMENT IN THE TEACHING OF ELEMENTARY GEOMETRY.

By BENCHARA BRANFORD.

(Continued from page 565.)

1. Barren Formalism the Bane of Mathematical Education.

IT will perhaps be thought that the remarks on definition and language with which I concluded the last paper have a somewhat paradoxical appearance. Yet, upon mature reflection, I can see nothing to alter. At the same time, I am not satisfied that I have conveyed my meaning altogether successfully. I may therefore be pardoned for adding further explanatory remarks, though the subject already grows, I fear, somewhat stale—perhaps some may add: "and also unprofitable." Yet is it not of central and enduring interest to teachers, this question of the conditions that underlie the development of sound knowledge and genuine faculty? It is because I am convinced that formalism has destroyed spontaneity and life in mathematical education that I am emboldened to make public a strong personal feeling.

2. Let us Remember that Knowledge is never Complete. The Evolution of the Concept "Number" an Illustration.

I have almost charged myself above with advocating paradoxes. First, I maintain that no geometrical definitions are perfect; then I speak of the full meaning of a term; moreover, I say that the child should gradually master meanings, and yet I maintain that he may be clear and precise, throughout, in his use of terms. I have thus, it will be generally found, reduced the statement of all issues to as definite and naked a form as I was capable of giving them; so that at first sight many of my criticisms and attempts at reconstruction (which is the better half of criticism) will possibly appear extravagant, inapplicable, and even paradoxical. Of set purpose have I done this, believing with Bacon that truth comes from error more readily than from confusion, should error be finally proved to my account.

The following statements will perhaps resolve these seeming paradoxes. By the "full" meaning of a term I simply imply the meaning conveyed by that term to experts at the present stage of development of mathematical science. So far is this from implying the perfection of definitions that the very phrase

italicized suggests the probability of further modification and extension of meaning; in fact, it describes a condition that ensures these. For instance, the word *number* appears a simple enough word. And so it is for the purposes of elementary arithmetic, dealing with *whole* numbers. A very young child can grasp its significance here; nor need there be difficulty with the conception of *fractional* numbers, though here we have an extension of meaning, but an extension so natural and inevitable that it is surely ridiculous to worry the young mind with a formal statement of the extended definition of number and the operations with number (multiplication and division, for example), logically sound both for fractions and integers. After all, it is merely clever juggling with words, which would be absolutely prejudicial to the growth of sound knowledge were it not that children are profoundly indifferent to the matter, fortunately.

(a) *Formality rampant also in Arithmetic.*—One finds the arithmetic books, for example, harping, *ad nauseam*, on De Morgan's very clever definition (I am not sure that Hamilton was not the originator) of the operation of "multiplication"—or on some modification of it—viz.: "Formal multiplication is doing to the multiplicand what was done to the unit to obtain the multiplier." Why? Because this formal definition applies so—yes, so *sweetly*—to multiplication by *fractions*! Hence follows a *formal* proof (so satisfactory to the examiner) of certain rules—a proof of which (and of all similar formal ones) I venture to say that not one lad in a hundred sees either the *need* or the *force*! Now such formality may, and does, have its value in the proper place—the philosophy of the science; but to introduce it as an instrument of elementary education is to crack a nut with a steam-hammer. I have known schools in which the main discipline of the education in arithmetic was the committing to memory of formal statements of definitions, proofs, and rules, both early and late in the science. These were, I admit, extremes; but they show which way the wind blows. Levity is not quite in place here; but I cannot refrain from a parody on this famous definition—so ill-used in education:—*Formal* multiplication is to make the same educational blunder with fractions that we made with integers.

(B) *Proof comes from Intelligent Use. Wholes and Parts—Complementary Ideas.*—The passage from number as integral to number as fractional is, I have said, so inevitable, easy, and natural that the mind passes unconsciously from one to the other, because *continuously*, if the ideas of *wholes and parts* (i.e., in formal language, integers and fractions) are *constantly used together at a very early stage in the teaching for the measurement of geometrical magnitudes*. Who, in actual life, ever boggles at such phrases as "This is two and a-half times as big as that," or "Half as big," &c. Here we quite *unconsciously* extend the original strict meaning of "times" (by way of multiplication) as integral, to include the fractional aspect. Why, then, so much formal difficulty and such an extraordinary *break* in the teaching of arithmetic between wholes and parts—integers and fractions? We really don't seem to care, either as teachers or examiners, a brass farthing in school for the way in which sound knowledge develops in actual life outside of school. Whence, then, comes to the lad the real and convincing *proof* of the principles? My own belief is—only by intelligent use in application to the concrete. This process affords *simultaneously* mastery of the extended conceptions, power to apply the science in life, and proof of the soundness of the rules and principles which are thus reached by an *inductive*, not a deductive, path. We may take pleasure in more mature life, afterwards, in examining searchingly the grounds of the faith that is in us—if we are philosophic by taste—by a severely formal procedure; but why should schoolboys be asked for such *purely formal* proofs? We do ask for them in our examinations; and we get our reward—*answers by rote*, from candidates who afterwards, in the applied sciences and arts, show woeful incapacity to make intelligent use of simple fractions. There are thousands of exceptions to this statement: there are hundreds of thousands of whom it is true.

(y) *In the Getting of Knowledge are we not all as Little Children?*—To return to the illustration chosen—the growing complexity of the concept number. Besides integral and fractional numbers, we have incommensurable numbers, imaginary numbers, &c., each calling for further extension of the definition of the word; in fine, the progress of algebra has developed the

original meaning of the term to an extent undreamed of by the old Greek mathematicians. Yet who would be rash enough to advocate that children, at the beginning of arithmetic, should be presented with and commit to memory a definition of "number" co-extensive with its use in the highest branches of analysis, under the idea that the completest definition at present reached should be the property of the child? Yet such an educational mistake would really be the same in *kind* as that actually made when we force the beginner to learn those definitions in geometry elaborated by the Greeks before he is familiar with the matter which naturally evolved them, and without which they are but barren symbols. Just as the "full" significance of a term is a conception purely relative to the boundary reached by science at a given epoch, so it is with the child's knowledge: in both cases, as the boundary extends, meanings develop in complexity. In this relative sense—the only real sense—i.e., from the standpoint of each, it appears to me as true to describe the child's knowledge as clear and precise as that of the expert. In the deepest educational sense, with respect to the development of our knowledge, are we not, as Newton said of himself, all as little children?

3. On the Importance of Ruled Surfaces.

Perhaps it may appear premature, and even ridiculous, to some, to introduce so early (as I did) the idea of a *ruled surface*. It is obvious that I do not share this objection. Why? For these reasons—which I trust will appeal to my educational *confrères* as forcibly as they do to myself. In the first place, I have found repeatedly that, unless planes are contrasted with other ruled surfaces, the notions called up by the word "plane" are extremely crude, mainly formal and often even fallacious. Both as teacher and examiner have I experienced the truth of this. If inquiry be particularly directed to the fallacy, by some stimulating question, it will be too often found that even mature lads and girls, who have very correctly learned the formal definition of a plane and read several books of Euclid, are still under the fallacious impression (identical with that of young children) that a plane is the *only* surface on which straight lines can be drawn. Moreover, I have also observed, too often to regard it as a chance freak, a phenomenon of really astounding import in education were it not so fatally common: to wit, that these lads have become so stupefied by the severely formal training received that they show distinctly less capacity for discerning rapidly and clearly the precise points of difference—between, say, a cylinder and a plane—relevant to the inquiry than do young children many years junior and untried in geometry. The longer such fallacious impressions remain dormant, the harder it is to rectify them; and, conjoined with this is the stagnating feeling of the lad that the Euclidian definition is perfect, and gives him all he can ever hope to know about the matter. In fine, all critical curiosity and consequent constructiveness are destroyed. I have heard it stated by teachers who enjoy considerable reputation that "it is fatal to let lads know that Euclid sometimes *rods*." Such a spirit in education appears to me to be the very antithesis of a true ideal! Is there any experienced teacher who, after sound reflection, does not agree with Clifford that the very first condition of mental development is that the attitude of the mind should be *creative and critical rather than acquisitive*? Then, again, the idea of a ruled surface is easy of apprehension to children. *Fiat experimentum!* Thirdly, consider the immense importance of ruled surfaces in actual life—industrial and other. Indeed, the child is already familiar with such surfaces—are not many of his playthings bounded by them? The commanding position held by the cone and cylinder appears to be due to the intimate relation they have to the plane. If I make no mistake, very simple geometrical considerations suffice to show that the cone and the cylinder are the only surfaces that are each of them at once ruled surfaces, developable surfaces, and surfaces of revolution.*

* Developable surfaces are those which, without *tearing or stretching*, can be rolled out into a plane. Cylinders and planes may both be regarded as particular cases of the cone. The sphere is obviously not a developable surface, though it is a surface of revolution. In industry, another important species of ruled surface is the common screw-surface (e.g. the under surface of a spiral staircase), but this is not developable into a plane. All these notions, with proper experiments, will some day be commonplaces in *elementary* education.

4. *Why confine the Pupil's Mind to Reasoning in a Plane?**

Enough of ruled surfaces! Let me confess at once that my real purpose in using this illustration is to make it a peg on which to hang a principle. After long experience in teaching and examining the most diverse varieties of boys and girls, the one result that has impressed itself most profoundly upon my mind is this—that the intolerable restrictions imposed by the orthodox mode of education by Euclid's "Elements" generally tend to stagnation of mental growth and finally to obstinate stultification—a veritable mental disease.

Invariably does the mind lose its elasticity and interest when forcibly tied down to the minute elaboration of a comparatively few ideas, linked together in cold and harsh formality. In Geometry, why should the scholars be so long cribbed, cabined, and confined to *the plane*!—when they might roam with profit and delight in solid space with its three dimensions, "up hill and down dale?" To me, this restricted treatment of geometry, in method and scope, really seems as cruel and cramping as would be the forceful prevention of an infant from attempting to walk upright. Crawling all their school-lives, on a nursery floor—in a plane!†—that is what our boys and girls are doing. It is pathetic to observe of how many this is also true even in adult life: a life-long stunting would appear to be the outcome of much of our school and college education.

5. *The Fixedness of Figures: the Use and Abuse of Figures.*

Of course, there are many other causes that lead to this stagnation, to arrest of insight and invention; another, unsuspected apparently, lurks in the very *fixedness* of figures. In Euclid I. 32 your aim is to prove the universality of the statement: "An exterior angle of any triangle equals the sum of the two interior and opposite angles." This you have to establish for *all* kinds of triangles. But, once drawn, your figure is fixed. It is necessarily a *particular* triangle: a mere individual! What guarantee‡ have you that the mind of the learner has succeeded, in spite of the particularity of this triangle, in clearly deducing a universal conclusion? How much of his statement is due to sheer memory of phrases and how much to clear understanding? Doubtless the reply will be: "But a good teacher will either draw a variety of figures on the blackboard, or make the lad do so on paper"; or, perhaps, "The real test of understanding is the ability to solve 'riders.'" The obvious questions arise: "How many teachers *do* draw a variety of figures? How many lads *can* solve riders? How many, again, even of these, can *apply* their Euclid successfully to physics, engineering, &c.?" How many examiners (either willingly or perforce) grant passes for mere correct reproduction of the text of Euclid?

Moreover, not long ago, I saw, extensively advertised and recommended by various teachers, large diagrams (white-lined on black cloth) of the figures in the first book of Euclid. These were to be hung up, when a lesson in Euclid was given, to save the trouble, apparently, of drawing a figure with chalk on the blackboard. On coming across one of these pernicious productions, I noted a vicious regularity about the figures that absolutely unsuited them to stand for a general type: the triangles had, mostly, two or three sides equal and the quadrilaterals four.

6. *Figures should be constructed with Quantitative Correctness.*

Figures, of course, are necessities; they must also be actually constructed on blackboard and drawing-board; it were ridiculous to trust wholly to the capacity for visual imagination. Even were this last practicable, one can still imagine only a *particular* figure; though the ease with which many minds can pass, in imagination, from one figure to another conduces certainly to a more general view. Hence it is that there have been, and are, teachers who consider that the actual drawing of a figure in illustration of a geometrical truth is a pandering to weakness: any triangle, they say, actually constructed is merely a particular triangle, and therefore misleading to the mind,

* Little of exaggeration would it be to say (modifying the witty remark of a mathematical friend): "Confine your geometry to a plane, and you'll soon find yourself *reasoning in a circle*!"

† E.g., Euclid I.-VI., beyond which the vast majority never go.

‡ At present I am considering the usual methods. Of course, the true way out of the difficulty is in stimulating the *pupil to discover the theorem himself*: of this, more fully afterwards.

whose aim is to grasp a universal truth. At most such extremists permit the drawing of *rough* figures: the ideal, they maintain, is to dispense entirely with figures; but this is impracticable. Happily, it is so indeed.

I regret to say that I, too, once numbered myself amongst such partisans of the formal. I, too, once held that almost *any* figure suffices for reference. Longer experience convinced me of my folly.

(To be continued.)

JOTTINGS.

IN order to bring to notice the immense strides which South Africa has made of recent years, the Union Steamship Company are prepared to lend sets of lantern slides for use during the coming season. The slides, which are beautifully coloured, comprise all the latest and up-to-date views of South African towns and scenery. Applications for their loan should be made in the respective districts to the Union Steamship Company, Limited, 94-98 Bishopsgate Street Within, London, E.C.; Messrs. F. W. Allan & Co., 125 Buchanan Street, Glasgow; Messrs. H. J. Waring & Co., The Wharf, Mill Bay, Plymouth; Messrs. J. Potts & Son, 26 Sandhill, Newcastle-on-Tyne; Messrs. Dawson Brothers, 18 James Street, Liverpool.

THE Charlotte Yonge Scholarship Fund has nearly reached the sum of £2,000. Subscriptions have been received from scattered homes in Canada and South Africa, from New Zealand and India, from Australia, the Falkland Islands, and Buenos Ayres, attesting the widespread and lasting influence of her works. The latest testimony to her teaching comes from a quarter where one would least expect it, the "Life of William Morris."

COLONEL F. W. PARKER, one of the few American teachers whose works are widely read in England, has accepted the headship of the Chicago Pedagogical College. This College has been founded by Mrs. Emmons Blaine, as a memorial to Colonel Parker's devoted wife, at a cost of a million dollars.

THE National Home-Reading Union has just issued its new syllabus of subjects. Among the many ways in which the Union helps readers not the least important is the issuing of cheap editions of standard works. Thus, for the Browning course this year, Henry Jones's "Browning as a Philosophical and Religious Teacher," published at 6s. net, is issued for the Union at 2s. net. Full particulars of courses and subscriptions can be obtained from the N.H.R.U. Office, Surrey House, Victoria Embankment, W.C.

THE writers of leading articles in the *Times* are nothing if not scholarlike. But in the holiday months this is, perhaps, less conspicuous than at other times. In the heat of August it was natural to wish to quote Latin about the cases of sunstroke in London; but, when the writer spoke of avoiding the "plaga solis iniqui," one could not but fear that he had attributed to Virgil a sad false quantity in confusing *plāga* with *plāga*. A few days later, it must have been the same hand that wrote: "The negro and the savage for whom," as Virgil says,

"Fundit humi facilem victum justissima tellus."

We had thought that the well known passage in the "Georgics" assigned these blessings to the happy farmers of Italy; and Virgil did not write *humi*, but *humo*.

THE *Daily Chronicle* never lets an "and which" pass in a novel; but on the very same page on which this and other solecisms are trounced we find the following "perfectly shocking" sentence:—"A somewhat alarming criticism of the Indian police having appeared in the *Pall Mall Gazette*, and seeing that the writer confessed to not being an expert on the subject, which is of far more than local interest, a representative of the *Daily Chronicle* was deputed," &c. Would some representative of the *Daily Chronicle* kindly parse "seeing" in the above quotation?

THE County Councils Association has issued a most valuable return showing the extent of the operations of the County Councils in the field of secondary education proper. The points dealt with are—(1) direct aid to secondary schools, (2) scholarships and exhibitions connected with such schools, (3) evening continuation schools, (4) teachers' classes, and (5) University grants and scholarships. Separate sections also deal with the amount spent on technical and secondary buildings in the last seven years, the representation of the Councils on the governing bodies of endowed schools, and the methods of examination and inspection adopted. Under the first heading we find that

thirty-four counties make maintenance grants to these secondary schools; while nine do not—these grants total up to close upon £23,000 a year, while in the last seven years above £74,500 has been sunk in improving the buildings and equipment of these schools. The largest annual grants are those of the West Riding, £4,400 (which, however, included free places), and of Surrey, £3,979. The largest building grants come from Surrey, £10,355; Wilts, £9,596; and Somerset, £7,656. In respect of scholarships we find that thirty-seven counties have founded them to the number of about 2,600 and at a cost of £32,000 a year. To this we may add the three hundred University scholarships costing close on £22,000, in order to get a complete idea of what is being done for the secondary-school boy. Thirty-two County Councils are represented by means of schemes of the Charity Commissioners on all governing bodies in their areas, while seventeen counties have all secondary school schemes submitted to them and “act in co-operation with the Commissioners.” It is important to recollect that the above figures refer to rural counties only, and, if London or the county boroughs were added, much more startling totals would appear. The year for which they are given is 1897-98. It is interesting to compare this return with the figures laid before the Royal Commission in respect of the year 1893-94. The total maintenance grants in that year amounted to under £5,000 in the same counties, the scholarships and exhibitions of all kinds to £39,000 (as against £54,000 above), and the capital expenditure was only £5,500. When Parliament comes to deal with the Local Authorities, these facts and figures are what will tell against any amount of theories. We commend them to the attention of Incorporated Headmasters and the Association of School Boards.

THE recently published Calendar of Cambridge University gives the number of undergraduates in residence as 3,016. It is curious how little variation appears in these figures from year to year in both the older Universities.

It is stated that the German Emperor has resolved, in order to mark his sense of the importance of technical education, to confer on all the technical colleges of Germany the right to grant the degree of Doctor of Technical Science (*Doctor Rerum Technicarum*).

LORD MONKSWELL writes to the *Times* ironically twitting the Post Office with a desire to abolish commercial courtesy or else to modify the language of commerce. It seems that a tradesman may send (under the new regulations) a receipted bill through the post for one halfpenny; but, if he adds the words “with thanks,” he must pay a penny. So, also, for the less valuable stamp he may acknowledge an “order”; but the phrase “esteemed favour” requires a whole penny.

MISS HILDA DIANA OAKELEY has been appointed Warden of the Royal Victoria College, Montreal, which opens its doors this term as a constituent college of McGill University. Miss Oakeley is a daughter of the late Chief Inspector of Training Colleges.

IN reference to a burning question of the hour, it is interesting to note that the number of children educated in the higher schools (*lycées* and *collèges*) of France in 1865 was forty-three thousand. Since then the number has steadily declined, standing now at less than ten thousand. The balance of the children has been absorbed, not by private lay schools, but by the ecclesiastical establishments.

A BOY four years of age was crushed to death by a pumping gear worked by a horse, of which horse he was in charge. Amongst other evidence given at the coroner's inquest it was stated that “there were a number of boys engaged in work no older than deceased.”

OVERHEARD IN THE HOLIDAYS:—Inquiring Uncle to Nephew of fourteen: “Well, how do you get on with X.?” (the boy's former master). The Nephew (hesitatingly): “Well, he's not a bad sort of chap. He does his best; and he's awfully kind. But he can't teach; and he can't keep order; and the fellows rot him.” *O wad some power!*

AFTER all our boasted science teaching, which is to make men accurate in their judgment, we find “A Ratepayer” writing to the *Morning Post*, on the subject of servants, as follows:—“Voluntary schools turn out well informed, decently behaved, and respectful children; Board schools impertinent, lawless, and ill-educated ones.” *Ab uno disce omnes.*

“BEDALES,” the school founded by Mr. Badley, who worked for some years with Dr. Reddie, at Abbotsholme, is also a convert to co-education. The girls live in a separate house, under the care of Mrs. Green, widow of the late Oxford Professor of Geology.

THE *Schoolmaster* accumulates evidence to show that the “Hooligans” and the police-court reporter's child who says: “The Bible! Wot's that?” are not the product of School Board education. According to statistics given by this paper there are in London alone fifty thousand children who are not affected by the Elementary Education Acts.

THE Commissioners of National Education for Ireland have issued a scheme by which University graduates are eligible as National school teachers. Here is a brief extract from an Irish educational paper on the subject:—“We are certain that the few out-at-elbows, red-nosed, ne'er-do-well fops, who masquerade round the metropolis and can style themselves graduates, will gratefully appreciate the timeous generosity of the Commissioners on their behalf.” Truly, the graduate would not seem popular in Dublin.

THE death is announced of Dr. Robert Ogilvie, Her Majesty's Chief Inspector of Schools for Scotland. “Dinna be hard on the bairns” was his motto.

WE have lost during the last month a constant contributor to the *Journal*—Maud Mary Daniel, eldest daughter of Canon Evan Daniel. After a brilliant career at Cambridge, where she took a First in the Classical Tripos, and served for some years as classical lecturer at Girton College, she was appointed to the Headmistressship of St. Margaret's School, Polmont, where she showed no less ability as an administrator than as a teacher.

IN reply to a complaint from a parent that his child suffered an unjust disadvantage in school because he did not learn his home lessons, the Department has sent a communication of which the gist lies in the following interesting paragraph:—“My Lords are of opinion that home lessons for elder children, under reasonable regulations, are beneficial and deserve encouragement. Children who do not conform to the rule cannot be expected to make the same progress or be classed in the same standard as children who do home lessons.”

MR. F. S. MARVIN continues his education conferences at West Ham. The last subject of discussion was “The Reforms most needed in our System of Elementary Education.” Archdeacon Stevens summed up the results of the discussion by saying that teachers should have more liberty of action.

THE Sanitary Institute is making a laudable effort to spread a knowledge of hygiene amongst teachers, and has established an examination to this end. But, alas! it is our architects and governing bodies who should study the elements of this science. The teacher can, usually, do little or nothing when the buildings are, as is so often the case, ill adapted for school purposes.

THE Trades Congress has again voted, by a large majority, for the abolition of child labour before the fourteenth year.

THIS is a testimonial advertised as received from a National schoolmaster. The writer, no doubt, has to teach English composition:—“Gentlemen,—With reference to the watch, I must in justice say it is a pretty little time-piece. Really an honour to the bearer and a credit to the maker, being undoubtedly worthy of a Queen. It is a most accurate time-keeper, being everything and anything engrossed in a perfect watch. I should not wonder what time will yet tell for the future of this firm. My words can to their fullest be justifiably endorsed where doubt is by anyone entertained, by reference to the goods themselves. Wishing your firm a widespread reputation, and one it richly and honestly deserves.”

AT the meeting of the Assistant-Masters at Birmingham, Mr. Munro's motion, which we quote below, could not be received because previous notice had not been given. But at an after meeting, which was quite informal, general applause greeted his proposal. He mentioned the case of the recent appointment to the Headmastership of the Sheffield Grammar School. He pointed out that a large number of applicants had been to great trouble and expense, whereas it had been practically decided beforehand to give the appointment to the second master. Mr. Munro thought that Mr. Joseph Jonas, one of the governors, who had signified his disapproval of this procedure by resigning his seat, deserved the hearty thanks of the Association for his manly and honourable protest.

MR. JAMES GRAHAM has succeeded in establishing “Modern Language Circles,” in which, lectures, papers, and discussions are to be in the modern languages only. These circles meet at the principal towns in the West Riding of Yorkshire, and are intended to serve the surrounding districts also.

It is curious how slowly new conditions make themselves felt by educational leader-writers in the *Times*. According to this paper, the number of science students at Oxford and Cambridge is "relatively small." And, no doubt, this would be the opinion of the man in the street. But the recent growth of the science schools has been so large that at Cambridge, in the words of the Senior Proctor, "the Natural Science Tripos is as large as the Classical Tripos, and considerably larger than any other," and "the science teachers outnumber those of all the other faculties put together."

CANON HAYMAN spoke strongly at Carlisle in favour of spelling reform. He had been told that not three members of the House of Commons could spell "unparalleled" [surely a libel], and he thought that educational progress was greatly clogged by the chaotic system of English spelling. On the same occasion (the Diocesan Conference) Archdeacon Diggle remarked that private-venture schools had been the curse of the children of this country. They seem to like plain speaking at Carlisle, but an Archdeacon should not allow himself to utter a grossly inaccurate generalization.

THE curious Almanack just issued by the astrological prophet who calls himself "Old Moore" deals with sundry educational forecasts for 1900. In the month of May, we are told, that "after a thorough investigation, it will be found that School-Board children are not only overworked, but are burdened with the wrong kind of education entirely; and, again, they do not get sufficient fresh air in the schools." In August public attention will be called to "the excessive havoc that is being caused to our younger manhood by excessive cigarette smoking." In September the nation will be called upon to deal with the "physical culture of our growing youth." Truly there is sound sense in the prophet's predictions, and we will not quarrel with him should he be a month or two out in his dates.

MR. JOHN TAYLOR, B.Sc. London, has been appointed science master at the County School, Rhyl.

THE Governors of Woolwich Polytechnic are losing the services of their Principal, Mr. A. G. Ashcroft, who has held the office for the past four years.

CALENDAR FOR OCTOBER.

[Items for next month's Calendar are invited. Matter should reach the office, 3 Broadway, Ludgate Hill, London, E.C., by the 23rd inst.]

- 2.—St. Quintin's Hockey Club season commences. Apply, Mrs. E. L. Franklin, 50 Porchester Terrace, Bayswater.
- 2.—Ireland, Intermediate Education Board. Send in applications for Examinerships (latest date Oct. 15).
- 2.—Sheffield University College. Entrance Exams. Return forms.
- 2.—London University. D.Lit. Exam. Return forms.
- 2.—Glasgow University. Bursaries Exam.
- 2.—Scottish Education Department. Admission to Training Colleges. Return forms.
- 2.—Army Exams. Woolwich and Sandhurst. Return forms.
- 2.—London University. M.B. Exam. Return forms.
- 2.—Army Commissions for Militia Officers. Literary Exam. Return forms.
- 2.—Education Department. Training Colleges. Scholarships Exam. Apply for permission to sit.
- 2.—Sheffield University College. Studentships Exams. Return forms.
- 2.—Cambridge University. Previous Exam. begins.
- 2-7.—Last week of Leipzig Manual Instruction Holiday Course.
- 4.—Royal College of Art. Art Training Exams.
- 4.—St. David's College, Lampeter. Scholarships Exam.
- 4.—Bedford College, London. Students attend 2-4 p.m. to interview Principal and Lecturers.
- 4-5.—Bangor University College, North Wales. Admission and Registration.
- 5.—Bedford College, London. Lectures begin.
- 5.—Dundee University College. Entrance Scholarship Exams.
- 5.—Datchelor Training College, at 2 p.m. Lecture on "Pestalozzi: General Contribution to Education in Theory and Practice," by Miss Agnes Ward.
- 6.—Teachers' Guild. Section B, at 8 p.m. Lecture on "Teaching of Elementary Science to Junior Forms," by Miss Edith Aitken, at North London Collegiate School.
- 6 and following Fridays, at 7 p.m.—College of Preceptors. Lectures to Teachers.
- 7.—Royal University, Ireland. Scholarship Exams.
- 9.—Oxford Exams. for Women. First Public Exam. Holy Scripture.
- 9.—Preliminary Exam. for Candidates for Holy Orders.

- 10.—Bedford College, London. Inaugural Lecture, "Some Suggestions of the Renaissance," by A. W. Ward, Litt.D.
- 10.—St. David's College, Lampeter. Matriculation.
- 10.—Oxford Exam. for Women. For B. and D. Mus. Return forms.
- 10.—Pharmaceutical Society. Preliminary Exam.
- 10-11.—Dundee University College. Entrance and Scholarships Exams.
- 10 and following nine Tuesdays.—University Hall, Gordon Square, at 8 p.m. Lectures on "Logic," by Mr. J. A. J. Drewitt. (Course, 5s.; teachers, 2s. 6d.; single lecture, 1s.)
- 11.—College of Preceptors. Evening Meeting.
- 11.—Durham. Admission Entrance Scholarship and First Year Exams.
- 11.—Royal College of Art. Art Training Exams.
- 12.—Datchelor Training College, at 2 p.m. Lecture on "Froebel: Educational Theories and Practice," by Miss Agnes Ward.
- 12.—Notice of Entry and Musical Exercise for London University Inter. B.Mus. Exam.
- 12 and following nine Thursdays.—Victoria Rooms, Royal Palace Hotel, Kensington, at 5 p.m. Lectures on "The Fundamentals of Psychology," by Mr. G. F. Stout. (Course, 10s. 6d.; teachers, 2s. 6d.; single lecture, 2s.)
- 14.—Post Competitions, *Journal of Education* Translation Prize.
- 14.—College of Preceptors. Council Meeting.
- 15.—Ireland. Intermediate Education Board. Last day for sending Claims for Fees and Applications for Examinerships.
- 16.—Royal College of Art. Art Training Exams.
- 17.—Edinburgh University. Entrance and Bursaries in Arts Exams., about this date.
- 17.—London University Exam. in Teaching. Return forms.
- 17.—St. Andrews University. Allocation of Bursaries.
- 18.—Glasgow University. Send in names for Exams. in Theology.
- 18.—14 Nottingham Place, Baker Street, at 4 p.m.—Lecture on "The Relation of Pupil to Teacher in Science," by Mrs. Boole. (Parents' National Educational Union.)
- 19.—Mathematical Association, at 8 p.m. General Meeting at University College, Gower Street.
- 19.—Datchelor Training College, at 2 p.m. Lecture on "Kindergarten, Preparatory, and School Work: their Inter-dependence. Specializing and General Development," by Miss Agnes Ward.
- 19.—London University. B.Mus. and D.Mus. Exam. Return forms.
- 22.—Essex Hall, Essex Street, Strand, at 7 p.m. Lecture on "The Law of Nature," by Sir Frederick Pollock. (Free.)
- 23.—London University. B.Sc. Exam. and B.A. Exam. (Pass) begin.
- 23.—Post School News, items for this Calendar, &c., and all Advertisements for November issue of the *Journal of Education*.
- 24.—London University. Scripture Exam. Return forms.
- 24.—Return forms for College of Preceptors Pupils' Certificate and Junior Forms Exams.
- 24-25.—Glasgow University. Exams. for Bursaries in Theology.
- 26.—(first post).—Latest time for receiving urgent prepaid school and teachers' advertisements for the November issue of the *Journal of Education*.
- 26.—University Correspondence College. Annual Reunion.
- 26.—College of Preceptors, at 3 p.m. Distribution of Prizes and Diplomas by the Bishop of London.
- 26.—Datchelor Training College, at 2 p.m. Lecture on "Object Lessons," by Miss Agnes Ward.
- 26 and three following Thursdays.—Horbury Rooms, Notting Hill Gate, at 5.15 p.m. Lectures to young people on "The Wonders of Creation," by Mr. Cecil Carus-Wilson. (Course, children, 4s. 6d.; adults, 5s. 6d.)
- 27.—Teachers' Guild. Sections B and C, at 8 p.m. Social Evening at 74 Gower Street. Explanation of Loan Collections Scheme and Exhibition of Specimens and Slides.
- 27.—Royal College of Physicians, Ireland. Return forms for Licentiate Exam.
- 28.—Return forms for Cambridge Teachers' Training Syndicate Exam.
- 29.—Essex Hall, Essex Street, Strand, at 7 p.m. Lecture on "The Value of Religion," by G. E. Moore. (Free.)
- 30.—London University. M.B. Exam. begins (Pass and Honours).
- 31.—Royal Academy of Music. L.R.A.M. Exam. Return forms.
- 31.—Cambridge Higher Locals. December. Return forms.
- 31.—Surveyors' Institute. March Associate and Fellowship Exams. Return forms.

WINTER SESSION COMMENCES:—

- Oct. 2.—University College of South Wales, Cardiff; Yorkshire College, Leeds; King's College, London.
- Oct. 3.—Heriot-Watt College, Edinburgh; University College of North Wales, Bangor.
- Oct. 4.—Bedford College, London.
- Oct. 6.—Royal Holloway College.
- Oct. 16.—Aberdeen University.
- Oct. 19.—Queen Margaret's College, Glasgow.

MEDICAL SCHOOLS. WINTER SESSION COMMENCES:—

- Oct. 2.—St. Mary's Hospital (Address by Mr. H. G. Plimmer, at 3 p.m.); Dental Hospital of London; St. Bartholomew's Hospital; Middlesex Hospital (Address by Mr. John Murray, F.R.C.S.); Guy's Hospital; London Hospital; Charing Cross Hospital (Address by Dr. Mitchell Bruce, at 4 p.m.).
- Oct. 3.—St. Thomas's Hospital (Distribution of Prizes, at 3 p.m., by Prof. T. Clifford Allbutt, M.D., F.R.S.).

The November issue of the *Journal of Education* will be published on Tuesday, October 31.

REVIEWS AND MINOR NOTICES.

German Higher Schools. By J. E. RUSSELL, Ph.D. (Price 7s. 6d. Longmans.)

This is an admirable book of an expert who has spent more than two years in the country, in order to study the system of German higher schools in general and Prussian schools in particular. Its value is further enhanced by the bibliography attached to each chapter, a practice which in this country is still more honoured in the breach than in the observance. In order to fully appreciate Dr. Russell's book, it should be studied in conjunction with Mr. Sadler's classical monograph on the same subject that we noticed last winter. The two supplement one another. Mr. Sadler is by nature more philosophical, and by necessity more guarded and diplomatic in his utterances. Dr. Russell, on the other hand, deals rather with the system as it is than with the ideas that underlie it, criticizes its actual working, and gives a thousand useful details which are foreign to the purpose of Mr. Sadler's work, though they serve in no slight measure to confirm and illustrate his deductions. There is often a certain thinness or superficiality about American books that deal with European questions; but Dr. Russell's book is an exceedingly thorough piece of work, and should prove almost as interesting and instructive to the Germans themselves as to English people or Americans. The first quarter of the book is devoted to an historical survey. Starting with the influence of the Church on education, exercised first by the Irish missionaries, and later by the Benedictines, the author quickly arrives at Charlemagne and his famous edict in favour of education, wherein, with singular clearness, he insisted that, "although right doing is preferable to right speaking, yet must knowledge of what is right precede right action." Thence he goes on to show that the medieval schools of chivalry were hostile to book learning, which suggests that the present athletic craze that dominates some of our schools is a survival or revival of knightly ideas. The ordinary citizen was, on the other hand, well educated, especially as the Hansa towns grew in importance. Education remained, however, under the control of the Church, whose formula was "the restoration and glorification of the Kingdom of God on earth." Then came the Renaissance and the Reformation, which emphasized the mental and moral revolt of the individual. Luther insisted on family as well as school education, and was, perhaps, the first to point out the reproductive nature of public education. To breed a good citizen was the ideal. Instruction, again, was the surest way of finding out the truth, "for languages are the scabbard in which the word of God is ensheathed." But who says "citizen" implies "State," and State schools were, therefore, the logical outcome of Luther's thesis. Saxony led the way. The term *Gymnasium* appears about 1550. The most celebrated of the Protestant humanists was Sturm, of Strasburg. The aim of all these teachers was discipline rather than culture; style rather than subject-matter. The Jesuits who led the Catholic reaction were not slow in taking a leaf out of Sturm's book. Perhaps the greatest attraction attached to their teaching was its gratuitous nature.

The old humanistic teaching became more and more abstract. The nobles deserted its schools to run after French culture; and the consequence of which was the founding of the *Ritteracademie*. During the Thirty Years' War the majority of the schools went to the wall. Comenius appeared as an opponent to Sturm, with his message on the need of studying man and his environment; but he seems to have received a scant hearing. The reaction to Protestant formalism came

from two opposite quarters, the rationalists and the pietists. Frederic the Great is another landmark in German educational history. To Francke is due the movement that resulted in the founding of the *Realschule*. But the Magna Charta of modern German education is the Allgemeine Landrecht of 1794, when the schools were nominally placed under State control. The disasters of the French War led Fichte, Stern, and Humboldt to decide on taking the oversight of the schools out of the hands of the Church, and centralizing their management in the interests of national unity. The coping-stone of the system was the definite establishment of the *Abiturienten-examen* in 1834. By that time the Greek influence that Humboldt had introduced had almost spent itself. Latin once more became the predominant partner in the curriculum. In 1810 the certificate for teachers was started. The *Realschulen* gradually made good their claims to extended public recognition, modern languages were more liberally introduced; and in 1890 came the famous conference at Berlin, at which a deliberate attempt was made to rally the schools around the throne, and make them more directly a centre of propaganda against socialistic and atheistical tendencies.

Dr. Russell next passes to the Prussian school system, and shows that even in Prussia itself there is no absolutely rigid uniformity, but the different schools are treated differently according to their foundation. It is interesting to note that new text-books must have the *imprimatur* of the Minister. The provincial School Boards are the mainstay, and the provincial inspector the very heart of the system, according to Dr. Russell. The latter is a point worth remembering in connexion with the appointment of secondary inspectors in England. Very interesting, again, are Dr. Russell's accounts of the old *gymnasien* of Pforta, Rossleben, &c., which are quite as aristocratic and "aloofish" in their way as Eton and Harrow. His descriptions of the minute manner in which the size of a blackboard and the area of a platform are all State-regulated is most instructive for English readers. School libraries are numerous, but seem to be almost as severely guarded as powder magazines. Holidays are not so long or numerous as with us; there are no cricket-matches to serve as excuses. The discipline appears to be growing more and more military. South Kensington tactics in the way of drafting reserve officers into the schools seem to be increasing. The parent is kept in his place, and even the report sent home at the end of term has to be returned to form a sort of *casier judiciaire* of the pupil in the school archives. There is evidently far more *paperrasse* in German schools than in French, which are remarkably free from this appalling Continental system of composing miniature biographies of every living citizen. The German system of marking in examination is like the Oxford, and the examination itself seems much superior to anything we have in England, where we have made a "fetish" of paper-work.

Dr. Russell does not mince matters. "Bureaucracy is," according to him, "omnipresent, and almost omnipotent; the higher schools, unfortunately, are a chief means of perpetuating its power." The student life leads neither to loyalty nor to disloyalty. "The average boy regards schooling as a necessary evil—something to be endured patiently, resolutely, thankfully, if only thereby he escapes social damnation." "The Rector inspects all correspondence in which the boys are a party." "Except at stated times a boy may not have a change of handkerchiefs without an order from the Director." His one inviolable sanctum is a small cupboard. The Germans have solved the religious difficulty by recognizing the three religions Lutheran, Catholic, and Jewish. The Bible used in schools is always Bowdlerized. Protestantism makes for national unity. In his chapter on the teaching of German, Dr. Russell insists on the fact that the personality and the skill of the teacher are all-important. He praises the "Neue Methode" as well as the Frankfort experiment in modern languages. The teaching of geography is as good as that of history is indifferent. Mathematics, except for the best boys, are taught on an unsatisfactory system. Instruction in natural science is not conducted on laboratory lines; attempt is made to train the powers of observation, and the results attained are perhaps fairly measured by German successes in science and industry during the last half century. It appears from the chapter on the training of teachers that the average teacher does not get a permanent post till about thirty-three or thirty-five—about the time, in fact, that the hale and hearty headmaster of sixty in England thinks that his assistants are getting old and past work.

It is evident from the book that all is not for the best in Germany ; but we cannot go wrong if on our own lines we try to imitate the Germans in raising the status of our teachers, and in giving them greater fixity of tenure, while as regards the schools themselves we have nothing but good to expect from a wise and moderate system of co-ordination and centralization, provided that, and here is the *crux* of the whole matter, it is supplemented by the creation of strong and intelligent Local Authorities, and directed by inspectors who have been schoolmasters themselves and are thoroughly conversant with scholastic methods.

"Builders of Greater Britain."—*Lord Clive: The Foundation of British Rule in India.* By Sir ALEXANDER JOHN ARBUTHNOT, K.C.S.I., C.I.E. (7½ × 5 in., pp. xxi., 318, illustrated, with maps and portrait; price 5s. T. Fisher Unwin.)

The "Lives" of Lord Clive are already somewhat numerous, and the small books by Colonel Malleon and Colonel Wilson are sufficient for all practical purposes. Nor is anything new of importance likely to be added to our knowledge until Mr. G. W. Forrest adds to his volume of extracts from Madras Records a similar volume taken from the Records of Calcutta. Sir Alexander feels the difficulty of the situation, but very rightly decides that "a series which deals with the 'Builders of Greater Britain' would be obviously incomplete if it did not include a memoir of the man who gave to England her greatest dependency." Under the circumstances it would, perhaps, have been wiser to devote more attention to the second subject of the book, "The Foundation of British Rule in India," and less to Clive's personal life and adventures. Indeed, the only unfavourable remark we have to make about the book before us is that the causes which led to so rapid a growth of dominion are not sufficiently explained. It should at least have been mentioned, for instance, that what largely enabled us to get the better of the French and the Dutch was our command of the sea, as Captain Mahan and Sir Alfred Lyall and others have pointed out. The conquest of India has throughout rested, directly or indirectly, on the base of naval supremacy. But, putting this aspect of the subject aside, we have no doubt at all that our readers will agree with us in considering that Sir Alexander Arbuthnot tells his story brightly and interestingly. He has made himself thoroughly acquainted with the works of his predecessors in this field, and is able to correct the views of one by the views of another ; and he gives us, as very acceptable appendices, the two principal speeches made by Clive during the Parliamentary inquiry (March 30, 1772, and May 19, 1773), one near the beginning and the other near the end of the attack made upon him, these being no longer available in a form accessible to the public. Clive's policy in obtaining the Diwani of Bengal, Behar, and Orissa, *i.e.*, the right to collect the revenues of those provinces, is made quite clear, as is the importance of the step in itself ; though, naturally enough, the plan was not at first perfect in detail. Very well also is the military mutiny of 1765 dealt with. "There was no part of Clive's career," writes Sir Alexander, "in which his resolute courage shone more brilliantly than it did on this occasion. Had there been the slightest faltering on his part, the whole power of the State must have been delivered into the hands of the army." But he did not falter, and the Sepoys and some of the principal British officers stood by him. His courage and his ability as a leader of men never flashed out more brightly, and never was his success more complete. But the whole incident deserves careful study for the light it throws on Clive's character. It is humiliating to think of the kind of reward which his employers and his country had in store for such a man, and which was meted out in equal measure to his three great successors, Warren Hastings, Wellesley, and Dalhousie, though not with such serious consequences in the cases of the last two. In the case of Clive, however, there can be no doubt that the behaviour of Parliament and the attacks on him from various quarters considerably increased his sufferings and shortened his life. It is difficult to realize that he lived only two months beyond the age of forty-nine, and died a comparatively young man, so full had his days been of memorable things. The volume before us is well printed and tastefully bound.

Demosthenes, Speech on the Crown. With Introduction and Notes by EVELYN ABBOTT, M.A., LL.D., and P. E. MATHESON, M.A. (Price 3s. 6d. Clarendon Press.)

The principal features of this new edition of the "De Corona"—uniform, it may be said, with the same authors' edition of the "Orations against Philip"—are a history of Greek politics from 341 B.C. to 330 B.C., to illustrate the speeches Æschines, "In Ctesiphontem," and Demosthenes, "De Corona"; an *excursus* on the style and structure of the Demosthenic period ; and another on the authenticity of the documents contained in the speech. The second of these is the most noteworthy, and probably the most useful to the student of the style of Demosthenes. We may say at once that, if, after mastering the eleven pages of scholarly comment and exegesis provided by Messrs. Abbott and Matheson, he finds himself still unable to grasp the essential features of Demosthenic oratory, he will probably remain in that condition for the remainder of his life. The account of the rhythm of the Demosthenic period is excellent, giving a good exposition of the various rhythmical endings which the orator employs, and of their peculiar effect in different instances, while avoiding any attempt "to reduce the rhythms of the Demosthenic periods to the same sort of fixed laws of correspondence as those of the lyrical poets." The remarks on the structure of the period are equally good. Its organic unity is said to be dependent on two principles—suspense and distribution or division. "If the parts of a period are to be bound together into a unity, the attention must be held in suspense until the close ; on the other hand, the burden of waiting must be relieved by orderly and well balanced distribution of parts." The grouping of words and phrases is ably dealt with, and an appreciative note on Demosthenes' use of particles will be found of the greatest service.

In the *excursus* on the documents in the "De Corona" we are relieved to find that Messrs. Abbott and Matheson make no attempt to establish the authenticity of this or that one, but comprehensively hold all to be forgeries. The Decrees of the Byzantines and of the Chersonesites, in §§ 90-92, as well as all the letters of Philip, alike go, and Droysen's verdict of general falsity is accepted *in toto*. How the documents, as we have them, came to be included in the speech remains, of course, an unsettled question ; but Messrs. Abbott and Matheson are inclined to agree with most modern editors since Droysen that they are probably compositions written by a lecturer or rhetorician to illustrate his lectures on the speech.

The notes are full and clear, and, while not presenting any strikingly original theories, are especially useful for many excellent turns of rendering, clear and frequent notes on peculiar phrases and proper names, and plainly marked marginal references to sections. The well known epigram in § 289 is retained in the text, and the notes contain a fairly exhaustive list of the various emendations that have been suggested for it.

One suggestion we should like to make. Seeing that such excellent and notable translations of the "De Corona" exist, particularly those of Mr. C. Rann Kennedy and Lord Brougham, frequent quotation of parallel renderings is of the greatest service to the reader, at once assisting him to perceive the shade of meaning aimed at by the orator and increasing his interest in the acknowledged masterpiece of Greek oratory. And in this edition such quotations might well be commoner than they are. Altogether, however, the book is one to be commended and recommended.

A History of Physics in its Elementary Branches, including the Evolution of Physical Laboratories. By FLORIAN CAJORI, Ph.D., Professor of Physics in Colorado College. (8¼ × 5½ in., pp. 322 ; price 7s. 6d. net. Macmillan.)

The author tells us, in his preface, that "this history is intended mainly for the use of students and teachers of physics." He hopes it may help in remedying the defect pointed out by Prof. Oswald, who says, in announcing his "Klassiker der Exakten Wissenschaften": "While, by the present methods of teaching, a knowledge of science in its present state of advancement is imparted very successfully, eminent and far-sighted men have repeatedly been obliged to point out a defect which too often attaches to the present education of our youth. It is the absence of the historical sense, and the want of knowledge of the great researches upon which the edifice of science rests."

The book seems to us well suited for its purpose ; but it is so

very interesting, and at the same time so simple, that we are inclined to think that many, who are neither students nor teachers of physics, might read it with both pleasure and profit. It shows us very clearly how our present knowledge of the subject has been built up, and to whom we owe it. Our admiration is again claimed for Roger Bacon, Galileo, and all our old heroes. Galileo's work is naturally treated at some length, and we get several quotations from his letters, which bring the old philosopher very vividly before us. We are glad the author has preserved "Eppur si muove," even though it is only in a footnote, and we are told it must be treated as legendary, like "Up, Guards, and at 'em!" "Guards, fire first!" and many other famous sayings. Prof. Cajori would have been pardoned, we think, if he had dwelt even at greater length upon the persecution to which this illustrious old man was subjected, for even our enlightened age cannot too often lay its lessons to heart. But the brief sketch we have here of the life and work of Galileo and others ought to make the reader wish for more; and he is helped to satisfy this craving by the numerous footnotes referring to authorities.

In the last chapter, which is on the "Evolution of Physical Laboratories," the author shows that, even as late as 1667, the writer of a history of the Royal Society thought it necessary, in all seriousness, to defend experimentation, arguing that "experiments will not injure education," and that "experiments are not dangerous to the Universities." Nor was this defence uncalled for, since it was declared from the Oxford pulpit that Boyle's researches were destroying religion, and his experiments were undermining the Universities! Dr. Cajori points out that there were no public laboratories till the beginning of this century; they were all the property of private individuals or their patrons. He shows that public laboratories for teaching physics were not opened till years after those for chemistry were established; and he duly recognizes the efforts of Lord Kelvin, Magnus, Jolly, Clifton, and others, to remedy this great defect in our educational system. Among the illustrations are some extremely interesting reproductions of figures from old works. This is a very useful book.

Public School Sermons. By H. MONTAGU BUTLER, D.D., Master of Trinity College, Cambridge. (Price 5s. Isbister.)

These seventeen sermons, all bearing on the life of public schools, were delivered for the most part at commemoration services in the chapels of our great public schools. Dr. Butler is himself by birth, by education, by profession, and by sentiment, a public-school man. He has, moreover, what is all his own, the temperament of an orator—keen sensibilities, warm sympathies, and a marvellous faculty of apt expression. Assuredly no other living Englishman could have produced this volume of school sermons, so plain and simple, and yet in every line displaying such high literary culture, so catholic in tone, and yet so instinct with the intensest *esprit de corps*. Dr. Butler notes in his preface that the strong tie of brotherhood between the great public schools is of comparatively recent growth; it was unknown to the generation of Keats and George Butler and Samuel Butler. The fact is undoubted, but, without some qualification, it is apt to be misleading. A century ago there were four public schools, and all educated outside the pale were regarded by those within it as barbarians. Then came the Royal Commission, which, at a stroke, more than doubled the numbers of this exclusive oligarchy, admitting two which were strictly day schools. If a new Commission were appointed to-morrow to sit on our public schools, at least forty would claim to be included, and the claim would be as valid as that of two at least of those admitted by Dr. Butler—Bromsgrove and King's School, Canterbury. This revolution, for it is nothing less, though it has been brought about gradually and spontaneously, Dr. Butler sees as clearly, and would, doubtless, welcome as heartily, as we do; but, while he depicts it as a closer cementing of the ties which bind together a great aristocracy, we should rather describe it as a democratizing of our public schools.

We noticed just a year ago at some length the eloquent sermon preached at the Bromsgrove Commemoration. It would be too much to say that all in this volume are on the same level, but in all, or nearly all, we find the same appositeness, the enforcement of the school motto, the appeal to school tradition, the happy anecdote or illustration, all the more telling

when, as is often the case, it is drawn from personal memories. Two of the latter kind we cannot forbear quoting:—

Not many years ago I was walking at Harrow with the old Lord Shaftesbury. His son was present; no one else. Another most loved son had died at the school more than thirty years before, and we went to the brow of the hill to see his grave. As we came back and passed the school gates, the old man—who was nearly eighty—suddenly stopped, as if he saw something in the road, and, pointing to it, said to his son: "It was just there that some sixty years ago I saw two drunken men carrying a pauper from the workhouse to his grave. They were singing some ribald song. The pall hung loose over the coffin. I remember my feeling of horror and disgust. I believe it was largely that sight which led me, under God, to devote my life to the service of the poor. There is nothing which the poor feel so keenly as disrespect to their dead."

A few years ago there were not many better judges of manliness, whether physical or moral, than John Lawrence of the Punjab, of whom it was said that "he feared man so little because he feared God so much." Soon after he returned from the Viceroyalty of India, he said to me in substance—I do not remember the exact words: "How is it that your great athletes do not do more in after life? I have not come across them much!"

Satura Grammatica, or Latin Critical Notes. By E. G. A. BECKWITH, B.A., late Classical Exhibitioner of Magdalen College, Oxford. (George Bell & Sons.)

In this little book, intended primarily for Army students, much has been sacrificed to an over-great desire for conciseness. Verbosity in a work of any sort is objectionable, and especially in a work which must, from its very nature, be somewhat of a "cramming" book; but compression to the point even of obscurity is still more to be deprecated. On page 1, for instance, we are told that "*dum* even occurs with the indicative in *oratio obliqua*," and an example is given—

"Dic hospes Spartae nos te hic vidisse iacentes
Dum sanctis patriae legibus obsequimur."

It would be more serviceable to add that *dum*, as a rule, takes the indicative in *oratio obliqua* when the phrase is equivalent to a present participle simply, and that *dum obsequimur = obsequentes*. On page 27, *it clamore caelo* is followed by the note: "Rather [than a dat. of motion to] a locative use of the dative." But, if locative at all, surely it is ablative. The paragraph on conditional sentences, on page 46, is very far from clear. The division into *sumptio dati*, *sumptio dandi*, and *sumptio ficti* is not calculated to assist much an Army candidate of, perhaps, less than the ordinary standard of intellect, and the classification into "Conditions with and without implication" is simpler and more generally recognized. On page 51, *bissextilis* and *bissexstus* should be *bisextilis* and *bisextus*. The list of proverbs given at the end of the book is somewhat extensive, but some of the translations are not quite satisfactory. Surely, something better could be found for *Ex pede Herculem* than "The ass is known by his bray," for *Ab uno disce omnes* than "A man is known by his friends," for *Facilis descensus Averna* than "The primrose way leads to the everlasting bonfire." Several misprints disfigure the book: e.g., *uncia* for *uncia*, on page 54; *shake for snake*, on page 66; *securis, tutus* for *securus, tutus*, on page 89. Apart from these faults, however, the book has merit, and in a revised condition might prove of service to Army tutors and candidates alike.

Otia Merseiana. (Price 7s. 6d. net. Th. Wohleben.)

This is the first volume of the publications of the Arts Faculty of University College, Liverpool. It marks original research in many directions. The longest article and the most popular is on "The Temples and Ritual of Asklepios at Epidaurus and Athens," by R. Eaton. It is profusely illustrated by photographs taken on the spot. Next in general interest we should put the translation of an Irish song, "The Old Woman of Beare," by Kuno Meyer. Prof. Woodward has two pedagogic articles: an Elizabethan list of works on education and "A Proposal for teaching the Ancient Tongues by a New Method in the time of the Commonwealth." This is in the form of a letter from a certain Dr. Horn to Hartlib. The writer seriously proposes Greek, Latin, and Hebrew colonies, to be composed of Greeks, Latins (or the nearest approach to them that could be found), and Jews, so that children sent to them should imbibe the respective languages as their native tongue. He has, indeed, qualms of conscience about the planting of Jews in a Christian population, but thinks that "all the evil thereof might be prevented by good Lawes." Otherwise, he has no doubt as to the perfect success of his plan. We must not omit to note a short article by R. J. Lloyd on that much debated subject the pronunciation of Greek.

The Odes of Horace, Book II. Edited by STEPHEN GWYNN, late Scholar and Hulmeian Exhibitioner of Brasenose College, Oxford. (Is. 6d. Blackie.)

This is one of a series of "Elementary Latin Classics," which "aims at satisfying the requirements of junior students under the present conditions of education and examinations." The present edition may fairly be said to reach this standard, and, in fact, does even more. It would be found useful by students who are some distance removed from

the elementary stage. The introduction is, as it claims to be, "readable and attractive," but we incline to think it somewhat above the heads of mere junior students. We commend the quotation in full of Sedley's translation of Ode viii., "To Barine," and should have liked to see other specimens of well known translators of Horace. Few things stimulate and interest the young reader more than this.

The Medea of Euripides. With the lyrical parts done into English, Introduction, Notes, and Vocabulary, by P. B. HALCOMBE, M.A. (Blackie.)

A good elementary edition of the "Medea," with notes not beyond the comprehension of younger boys, and a simply written introduction on the plot of the "Medea" and the Greek drama. The idea of giving the English of the choruses is a good one, but there was no reason for totally omitting the Greek. The translations are accurate enough, but often fearful and wonderful in the flowery nature of the English.

Latin Exercises, Third Part. By the Rev. A. J. CHURCH, M.A., sometime Professor of Latin in University College, London. (Seeley.)

Mr. Church's elementary editions of Latin and Greek classics are so well known that it goes without saying that this book is excellently adapted for its purpose, *i.e.*, for the use of pupils who have made a beginning in writing Latin. The hints on Latin prose in the introduction are clear and to the point. The second part of the book consists of vocabularies arranged under classified headings by A. W. Ready, B.A., many of Mr. Church's exercises being constructed with regard to these. If the book has a fault, it is that the beginner will be apt to find his memory overburdened with many words that he will but rarely meet in his after-reading. Why need young boys learn the meaning of *agaso, inglans, via quintana, decempeda, gryps, malacia*, and many others?

A Handbook of Translation from the Latin, Greek, French, and German Languages. Latin, Part II. (Edward Stanford.)

This selection of passages for unseen translation deserves great praise. It will be found suitable only for higher students; but, in preparing for scholarships at the Universities, for the Civil Service examinations, or for Sandhurst and Woolwich Entrance, it is bound to be of the greatest service. The passages are most of them taken from papers actually set. Towards the end of the book will be found a number of inscriptions and fragments, which will be welcomed by masters and tutors who are preparing boys for any of the higher classical examinations. The passages will be found identified in an index at the end of the book.

Livy, Book II. Edited by A. F. HORT, M.A., Assistant-Master at Harrow School, formerly Fellow of Trinity College, Cambridge. (2s. Rivingtons.)

An edition intended for middle forms, which should find favour with boys and masters alike. The notes are short but satisfactory, and Mr. Hort justly says in his preface that his "historical notes are reduced to the smallest compass: on really important points of constitutional history (*e.g.*, *comitia tributa*) Livy is unsatisfactory, and it seems better that a boy should read what his Roman history says on such subjects than be puzzled by discussions of Livy's inadequate treatment of them." The introduction might with advantage have been made somewhat fuller.

Some Phases of Education in the School and the Home. By SAMUEL T. DUTTON. (Price 5s. Macmillan.)

A collection of lectures given during the past two years by the Superintendent of the Brookline Schools. The actual conception that runs through them all is that of the school as one of the three main factors of civilization—the school, the Church, and the State; and the corollary that the school demands and needs for its prosperity as much interest and sympathy on the part of the general community as the other two. The theme needs enforcing, and it is well enforced by Mr. Dutton, though there is necessarily a certain amount of sameness and repetition, and we wish that the author had seen his way to recast the materials in book form. On the burning question of the relation of the school to the Church, Mr. Dutton seems on the whole satisfied with the way in which America has solved the problem. He protests against the notion that the common schools of America have become secularized. He holds that even where all religious exercises have been excluded (an exclusion that Mr. Dutton regrets) the teaching is still religious in the higher sense of the word. "The value of the school as a moralizing and Christianizing force does not reside in such exercises, which at best occupy but a few moments, and which are not always conducted with the reverence which they deserve. It is rather in the atmosphere of conscientious, cheerful service—an atmosphere which is directed and inspired by the personality of the Christian teacher; it is in the continual performance of duty, in the inspirations which come from the studies of the school, in the practice of social virtues and self-denying application." At the same time the Church is warned against poaching on the school preserves. It may be sympathetic, but it cannot as an organization wisely attempt to interfere in school management. We are far from endorsing these views without reserve, nor are they shared by some of the wisest heads in America, notably Mr. Earl Barnes. To

relegate Bible teaching to the Sunday school appears to us a disastrous bifurcation. Mr. Dutton is not free from the patriotic bias, and in his picture of American institutions there is too much *coulour de rose*, though he allows that "intemperance, immigration, heredity, ignorance, poverty, and insane, nihilistic tendencies [a very witch's cauldron] are present in great strength."

Northern English. By RICHARD J. LLOYD, M.A., D.Lit., F.R.S.E., Hon. Reader in Phonetics at the University College, Liverpool. (Leipzig: B. G. Teubner.)

This little work is the first of the "Skizzen Lebender Sprachen" which is being brought out under the general editorship of Prof. Wilhelm Viëtor, of Marburg University, on the model of Dr. Sweet's "Primer of Spoken English," and does for Northern English what Dr. Sweet has already done for Southern English. The phonetic signs used are those of the Association Phonétique Internationale. The author says in his preface that his object is "to represent the English employed by educated people born and bred in Northern England between the latitudes of Birmingham and Durham—the English of Gladstone and Bright." No one can speak with more authority on such a subject than Dr. Lloyd, and he has given us a masterpiece of clear, concise writing and arrangement. The book is divided into three parts, of which the first and second are devoted to phonetics and grammar respectively, while the third part contains a number of texts of which the phonetic transcription is given on the opposite page. These texts are arranged under four headings: "(a) the formal, which is only heard on the most solemn occasions, such as those of prayer, Bible reading, and liturgical services; (b) the careful and dignified, such as is heard in public speaking, and in the best conversation; (c) the careless but tolerated, as containing no very disgraceful errors; (d) the vulgar, containing errors not current in good society." Excellent advice is given to the foreign student of English. He is told that he should aim at style (b), for "faults are habitually overlooked in rapid speech which may, and often do, sound quite vulgar when spoken deliberately; and the foreigner's English is usually much slower than the Englishman's." The book, while being a valuable contribution to phonetic literature, cannot fail to be interesting to every Englishman, whether Northern or Southerner, who loves his own language and can appreciate the scholarly and careful manner in which the characteristics of the grammar and pronunciation of Northern English are here set down.

High Aims at School. School Sermons. By the Rev. R. A. BYRDE. (Elliot Stock.)

These sermons ring true. There is no attempt at pulpit oratory; they are simple almost to a fault; but the preacher knows boys' nature, and talks as a kindly father might to his children, avoiding the two extremes of priestly airs and playing to the gallery. It can hardly be expected that many besides Honiton boys will read the book; but we hope that many headmasters will. They could not have a better model.

Specimens of Modern French Verse. By H. E. BERTHON. (Macmillan.)

This latest volume of "Foreign School Classics" is a welcome addition to the series. The specimens range from Chénier to Richepin, and, instead of the usual extracts, we have complete poems, such as Lamartine's "Le Lac," Hugo's "Pauvres Gens," Copée's "Grève des Forgerons." The value of the book is much enhanced by a brief, but excellent, introduction on French prosody, a subject strangely ignored in English schools. We could have wished that M. Berthon had seen his way to include at least a few samples of old French poetry—Villon, Ronsard, Charles d'Orléans, Marie de France. To our thinking the one *ballade* of Villon quoted in the introduction outweighs in worth the ten pages assigned to De Vigny. We regret, too, that of Hugo we have not a single song or pure lyric, and that Gautier, perhaps the most perfect artist of the moderns, is so poorly represented. "Of true poetry," writes M. Berthon, "there is no trace in him." No poetry in "Emaux et Camées"! We should rank it with Herrick's "Hesperides." For all this, it is a good and judicious *florilegium*. The notes are brief and to the point. That on *dans le ventre* (page 50, line 10) is a curious aberration, and the one on page 51, line 53, we fail to understand.

Tyska, Engelska, Franska Sönger. Af K. E. PALMGREN. (Stockholm: Iduna.)

It may be as well to translate the title, "German, English, and French Songs, by Dr. Palmgren," and add the price, 1.75 kr. = 2s. The object of the collection is linguistic, and the editor, in his preface, mentions that one way, and not the worst, of giving children an entrance to a foreign tongue is to make them learn its *Volkslieder*—not only the words but the tune. He has chosen the simplest and most popular. Thus in English we have "Rule Britannia," "Yankee Doodle," "Little Jack Horner." It is a mistake to have given only the air and not the accompaniment. The English child, at any rate, who can sing from notes is a black swan. Nor are the English songs the familiar favourites in an English school-room. Where are "Home, Sweet Home," "Auld Lang Syne," "For he's a Jolly Good Fellow," "Row, Brothers, Row," "Men of Harlech," "Froggie would a-wooing go"? The German

section is distinctly the best. There is no chance of the "Songs" being adopted as a class-book in English schools, but it may give our modern language teachers some useful wrinkles.

Le Siège de Paris. Par L. SARCEY. Edited, with Introduction and Notes, by I. H. B. SPIERS. (Heath & Co.)

The late Mr. Sarcey's account of the famous siege has become deservedly popular. A German edition of the book was published some years ago; there is an English edition, published by Blackie & Son in 1896, which has met with a very favourable reception, and now we have an American edition. No two of the three texts are the same, for it is only a portion of M. Sarcey's work that appears in each; still, the differences are hardly sufficient to justify the appearance of this second reader in the English market. Mr. Spiers has done his work well, the notes erring, if at all, on the side of brevity. There are some misprints, such as *étati* for *était* (page 14), but, otherwise, print and general get-up are good.

National Competitions, 1896-97: An Illustrated Record. Edited by JOHN FISHER. (Chapman & Hall.)

This book contains a large number of original and very suggestive designs for a great variety of crafts, many of them of great merit. The editor is to be complimented on having by reproduction kept together a collection of such first-rate work, which many designers will find very useful. What an interesting record of popular taste it will form year by year if continued, which it is to be hoped it will be!

1) *Practical Lessons in Bookkeeping.* By T. C. JACKSON, B.A., LL.B. (Price 3s. 6d. Clive.) (2) *The Principles of Bookkeeping by Double Entry.* By J. E. B. M'ALLEN, M.A. (Methuen.) (3) *Longmans' Studies and Questions in Bookkeeping and Advanced Accounts.* By A. NIXON, F.C.A., F.S.A.A. (Longmans.)

(1) Mr. Jackson claims that his subject is "of great intellectual value; for, if properly taught and practised, the study of bookkeeping cultivates patient application, neatness, and accuracy." In a series of ten lessons he describes very clearly the nature of the different books employed and the manner of using them. The lessons are followed by exercises, 100 in number, and the last third of the volume consists of papers set in the various examinations for which the book is suitable as a guide.

(2) Mr. M'Allen's object is to provide his reader with a summary of the principles of the art, so that he may understand the reason of processes which might otherwise seem arbitrary and mechanical. Many examples are worked out, and papers set in recent examinations are reprinted. The book seems to us to be a good introduction to larger and more detailed works.

(3) The third book is intended to form a companion to the ordinary text-books. It is a series of exercises, illustrating different examinations, with notes on the subjects of the papers and much useful information about the examinations themselves.

Roman Africa: Archeological Walks in Algeria and Tunis. By GASTON BOISSIER. Translated by ARABELLA WARD. (Putnam.)

The name of M. Boissier is well known to English readers. The subject he has chosen is one of absorbing interest; and yet this book is somewhat disappointing. It is disappointing because it does not fulfil the promise contained in the secondary title. It is not till we have read through more than half of the book that M. Boissier really begins to give us the results of his archaeological walks, and even then he leaves the ruins of the African cities far too soon. M. Boissier cannot be uninteresting; but his modesty, by making him pass hurriedly over the results of his own observation, robs us of much of the pleasure that the title of his book had led us to expect. He spends too much time on subjects that have been already treated at great length by other hands—the story of Dido, for instance, and the Jugurthine wars. He gives us so much that is interesting that it is, perhaps, ungrateful to clamour for more; but one cannot help regretting that the "archaeological walks" begin in the fourth chapter instead of in the first. The four plans given are clear and good, and the work of the translator, though the sentences are sometimes somewhat involved, has, as a whole, been done conscientiously and well.

The Tendency of Religion. By Colonel R. ELIAS. (3s. 6d. Chapman & Hall.)

Elias has come—or, rather, an anti-Elias—for his doctrine, that of a plain practical man, is likely to shake the faith of many weak-kneed Christians who have not reasoned out their religion. He boldly proclaims no religion has a monopoly of truth, but all contain a portion of it, throws metaphysics to the dogs, asserts the Gospel is largely a transcript of the Talmud, disposes of the question of the Messiah, riddles the missionary system, proves the incompatibility of Church and State, and definitely settles the education controversy—all in the space of two hundred and twenty pages! We trust he may be spared to give us next a fascicule which may solve the problems of the universe, about which legions of philosophers have hitherto written libraries in vain. But, banter apart, there is much common sense in the book.

(1) *Old Testament Stories.* By the Rev. ROBERT TUCK, B.A. (Sunday School Union.) (2) *Tales Told at the Zoo.* By E. VELVIN. (Sunday School Union.)

These both belong to the "Red Nursery Series." The first are the stories of Cain and Abel, Abraham and Isaac, &c., told in simple language; the meaning and the lesson they are meant to teach being explained. There are a good many illustrations, some of them very well drawn. "Tales Told at the Zoo" are the conversations Ella holds in her dreams with the different animals; here, too, are several illustrations of varying merit—"A Royal Pair" and "His Morning Toilet" are excellent. Both books would be suitable as prizes for school-children.

The Holy Bible. To which is prefixed an Introduction by J. W. MACKAIL. 8 vols. (5s. each.)

Thirty years ago Mr. Jowett's contention in "Essays and Reviews" that the Bible was a collection of literary documents, to be studied and criticized like other forms of literature, was a rock of offence; now it is accepted alike by orthodox and unorthodox, and all alike will welcome any aid to such an intelligent study. The ordinary Bible, as Mr. Mackail points out in his Introduction, is a bad facsimile in imitation of the folio edition of 1611. The arrangement in verses, the italics to indicate words not in the original, the marginal references by letters—all these are eyesores and hindrances to the reader. Mr. Mackail adheres to the Authorized text, not the Revised Version, and has altered only some half-dozen obsolete words. We had preferred to leave even these intact. It is like an annotated edition of one of Johnson's Lives by Mr. Matthew Arnold, which, if our memory serves us, contained a single note.

Prophets of the Century. Edited by ARTHUR RICKETT. (Ward, Lock.)

This is a volume of essays by different authors, having for their aim, as the editor tells us, "to present in a popular form the teaching of those master spirits of the age whose ideas have helped so largely to influence the minds of men in this century." The "prophets" selected are Wordsworth, Shelley, Carlyle, Emerson, Tennyson, Browning, George Eliot, Ruskin, Walt Whitman, William Morris, Tolstoy, and Ibsen. The essays are sympathetically written, and testify to a careful and appreciative study of the authors with whom they deal. We would instance, especially, the critique on Browning by Mrs. Blake Odgers, containing an admirable analysis of Browning's narrative method as compared with that of Tennyson, illustrated respectively by the two poems "Childe Roland to the Dark Tower came" and "The Revenge." Mr. Rickett contributes a helpful and interesting study of George Eliot, and "those curiously divergent sides of her character, the artistic and the didactic." Mr. Kenworthy's sketch of Count Tolstoy is marked by all that fervent enthusiasm with which this remarkable man seems to inspire his disciples. We must, however, really demur to Mr. Kenworthy's statement that his hero "is the greatest power in the world to-day." We have only space to notice Mr. Tudor Pritchard's thoughtful appreciation of Wordsworth's claims both as poet and teacher.

Easy Latin Passages for Translation. By FRANK RITCHIE, M.A. (Longmans.)

A volume of Latin unseen translation, intended for the upper forms of preparatory schools and the middle forms of public schools. The passages are well selected and of graduated difficulty, and should be serviceable to all teachers. Towards the end of the book the pieces are difficult enough even for higher forms.

Exercises on Gradatim. By H. R. HEATLEY, M.A., and the Rev. A. SLOMAN, M.A. (Longmans.)

The purpose of this book is sufficiently indicated by the title; but it seems altogether too diffuse for general use in schools. After all, boys do not remain long at "Gradatim," and it is not likely that they will need some three hundred exercises on the book. In fact, a boy who had to do even a third of that number would be likely to become altogether sick of Latin. Still, used in moderation, we can quite imagine that the book will be found of use.

SAFE NOVELS.

Rupert by the Grace of God. By DORA GREENWELL MCCHESENEY. (Price 6s. Macmillan.)—Another excellent historical novel is Miss McCheesney's "Rupert by the Grace of God." She describes it as "the story of an unrecorded plot set forth by Will Fortescue." The character of Prince Rupert is very fully and most attractively elaborated, and at least one of the scenes, in which he is tempted by his friends to forget his loyalty to King Charles and secure the peace of England by accepting the crown, is worthy of the very highest praise. From the first page to the last the story is brilliantly told, or rather acted. If it has a fault, it is the fault of being too dramatic. An occasional interlude of quiet and explanatory narrative would be a relief from the continual succession of romantic surprises.

Rachel. By JANE H. FINDLATER. (Price 6s. Methuen.)—Miss

Jane Findlater's "Rachel" is a powerful and original piece of character-drawing. Her hero, Michael Fletcher, reminds us of Edward Irving. It is the same story of great gifts of genius and character, high aspirations and mystical inspiration passing insensibly into delusions and almost fraud. And the tragedy comes, as it came to Irving, through the honourable fulfilment of a promise of marriage made in kindness to a young woman wholly unfit to be his helpmeet. One even traces some of the traits of the woman Irving ought to have married in the winsome, wilful, sharp-tongued witch of a heroine. Fletcher's first successful experiment in prophecy and the subsequent developments of the gift in his singular ministry as the leader of the Foreseers, is a venture in psychical science that only a Scotch writer could have made successfully. One feels it to be true and does not ask if it was possible. Not less clever in their way are the studies of the secondary characters—Rachel's kindly spiritual-minded uncle, Mr. Chesney; the narrow-minded aunt in Edinburgh; cousin Theo, who is so nearly made wicked by her tactless misrule; and the terrible family party who gather round Ellen Morrison when her mother dies. Miss Findlater's touch is everywhere distinct and true. But, in spite of her realism, and her preference for a tragic issue, she is neither cynical nor exactly pessimistic.

Betty Musgrave. By MARY FINDLATER. (Price 6s. Methuen.)—Much the same praise may be given to "Betty Musgrave," by Miss Mary Findlater. This also is a strong and original book, and it is even more painful than "Rachel," though it has a happy conclusion, which the other has not. Betty has a mother who drinks. In the beginning the mother is in India, and the child, being at home in Scotland under the care of a wise and kind aunt, idealizes the dipsomaniac into an angel of grace and sweetness. With the home-coming of the wretched woman comes disillusion—gently, at first, but by-and-by with rapid descent from the pleasant, refined life to which Betty has been bred into the squalid misery of low London boarding houses. Betty's heroic endurance of her grim lot is described with perfect simplicity. There is no exaggeration, and no palliation, of the ugly facts. But the situation is just kept from being intolerable by the indication of firm faith and right-mindedness in the author's intention, and in Betty herself.

UNIVERSITIES AND SCHOOLS.

BEDFORD COLLEGE, LONDON, FOR WOMEN.

Bedford College opens Thursday, October 5. Students attend on Wednesday, October 4, between 2 and 4 p.m., to interview the Principal and lecturers. The inaugural address for the session 1899-1900 will be given on Tuesday, October 10, at 4.30 p.m., by A. W. Ward, Litt. D.—subject: "Some Suggestions of the Renaissance." At the Intermediate Examinations of the London University, held in July last, the following students of Bedford College were successful:—Arts: Honours, Third Class in English and Logic, E. L. Calkin; First Division, M. A. Barber, A. Corcos, S. G. Ellis, S. E. Hazleton, M. E. Leathley; Second Division, L. M. Brooks, R. M. Freeman, L. E. Giddings, M. L. H. Leach, E. F. Payne, M. O. Robinson, H. Williams. Logic only: M. A. Borrow, W. B. Cuthbertson, J. P. Dunlop. Science: First Division, F. M. Carter, C. M. Gibson, H. L. M. Pixell, W. E. Watts, E. M. S. Weekley; Second Division, E. V. Armitage, M. S. G. Breeze, E. Coates, E. S. de J. Le Pelley (laboratory work only at Bedford College), A. M. Newton, I. M. Stewart, J. S. Young. Preliminary Science: E. G. Kensington (completing certificate).

WESTFIELD COLLEGE.

As the result of an examination held in September, an entrance scholarship of £50 a year for two years has been awarded to Miss M. K. Higgs (Manchester High School), and one of £45 a year for two years to Miss Dorothy Groom (Streatham Hill High School).

SCOTLAND.

Mr. Wallace M. Lindsay, Fellow and Tutor of Jesus College, Oxford, has been elected to the vacant Chair of "Humanity" (*i.e.* Latin) in the University of St. Andrews. Mr. Lindsay is well known to classical scholars of all lands as a leading authority on Latin philology and on the textual emendation of Latin authors. In the spring of last year he was lecturing at Harvard on Plautus. He was educated at the Edinburgh Academy and at Glasgow University, whence he went to Balliol as a Snell Exhibitioner. Mr. Lindsay's removal to St. Andrews will involve the unusual event of a Senior Proctor resigning during his year of office.

The vacant Chairs of History and Natural Philosophy at Glasgow must be filled shortly.

IRELAND.

The reports of the Queen's Colleges recently published give a commentary on the state of Irish University education. The reports of the

Queen's Colleges in Cork and Galway show a continuous decline in the number of their students. In Cork the number for the session 1898-99 was 188, of whom only 33 were in Arts, the majority, 135, belonging to the Medical School. Last year the total number of students was 187; in 1896-97, 206; and there is a decline shown ever since 1881-82 (when the Queen's University was abolished), the number then being 402. Notwithstanding the small number of his students and the difficulties of the religious question, the President expatiates in his report on the need of new buildings, new scientific appliances, and new chairs, and brings forward his preference for small Universities, highly equipped, scattered over the country. Sir Rowland Blennerhassett's views, however sound, are quite impracticable in the present state of things in Ireland.

In Galway the total number of students is 83. Last session it was 91; the year before, 105; and a constant decrease has taken place since 1880-81, when it was 208.

In Belfast Dr. Hamilton gives a flourishing account of his college, although there is a small decrease in the number of students—359, against 386 last year. In 1880-81 the number was 502. The decline of the numbers in all the colleges is mainly due to the establishment of the Royal University instead of the Queen's University. To obtain a degree in the latter a student had to go through the course of one of the Queen's Colleges. Students prepared anywhere and anyhow can obtain degrees in the Royal University. This change, which has failed to satisfy the Catholic claims, has been very injurious to good education. The professors of the Queen's Colleges are most of them able men, and the teaching is excellent. Of course, another potent influence against the colleges is the prohibition the Catholic Church has placed on Catholics from studying in them.

A curious change is to be observed in the report of the President of Belfast College. In his former reports he used to dwell on the wants of the college, and the desirability of establishing a Northern University. Neither the needs of the college nor its conversion into a University is mentioned in this report. It is known that it was the long advocacy by Dr. Hamilton of such a University that to some extent led Mr. Balfour to put forward his scheme last winter of two new Universities, one Northern and Protestant, and the other Catholic; and Dr. Hamilton on its appearance declared his readiness to accept it. This drew on him a storm of disapprobation from the Orange party.

While the state of University education is thus highly unsatisfactory to every one outside Trinity College—if even in Trinity it can be said to be satisfactory—the problem seems farther from solution than ever. The Queen's Colleges are starved in proper equipment and funds, but no one would dare to propose an increase of their endowment. The Catholic population remain—except for the sixty to one hundred who have the courage to enter Trinity—practically without University education; but it is certain now that the present Government will not do anything towards reform. The reception given to Mr. Balfour's proposal killed every hope. His scheme represents probably the extreme limit to which those in his party favourable to a Catholic University will go; and, while the more enlightened prelates who have some real love of culture would accept it, it is known that the division of opinion on the subject among the bishops produced the coldness and silence with which it was received. Had the scheme been warmly welcomed, and had vigorous support been given to it by the bishops, the Irish members, and the laity, it is probable that the Government would have brought in a Bill in accordance with it. The bishops themselves have killed the hope of a settlement, not their opposers; and, if a majority of them want a wholly clerical University, it is almost certain they will never get it.

The case of the women Junior Fellows of the Royal University is being agitated in the public Press, some of the leading newspapers having published strong leaders in their favour, and obtained the views of well known educationalists on it. The difficulty is that, the three ladies being Catholics, their appointment to Senior Fellowships would deprive the Catholic University College of some of its fifteen Fellows, and, in the aggrieved position of the Catholics, the Senate hesitate to do this. Meanwhile, the Catholic College refuses to admit women students to the teaching of these fifteen Fellows, and thus the Dublin women students (who form the majority in the University) are deprived of all teaching or help from the Fellows of their University.

It is suggested now that some additional Fellowships should be created for these women Junior Fellows, who could then lecture in two Dublin women's colleges. The Royal University is well endowed; but, if this precedent were created, no doubt there would be further demands in the future, as the women students need teaching in all the branches of the curriculum.

The report of the National Board contains the usual dry-as-dust statistics and the usual small amount of real information concerning the primary schools. In 1898 there were 9,108 schools on the roll, of which 8,651 were in operation. The average number of pupils on the rolls was 808,467. The percentage of the average daily attendance was 64.2. In the few places (36 in all) in which the compulsory attendance provisions have been in force the percentage was 71.4.

By the Local Government Act all difficulties in the way of applying these provisions have been removed, and the Rural, District, and County

Councils have power to enforce them. So far the new Councils (which began to sit last April) have not done very much in this direction, but it is hoped they will in time appoint attendance committees throughout the whole of Ireland.

The National Board is an example of the worst form of Irish administration. A sum of £1,216,074. 0s. 1d. was expended by the Board last year. The members are all appointed by the Lord Lieutenant, in a certain proportion, from the various religious denominations, and have no special educational qualifications. A profound darkness reigns over all their proceedings and policy. As an instance—the Manual Instruction Commission, in their report, recommended important changes in primary education. The public have not been informed whether these changes will be carried out or not, and all the information that is given in this report is the sentence: "We hope during the current year to take steps to give effect to these recommendations."

Of the many reforms urgently called for by their own inspectors year after year we hear nothing. As the general public are thus wholly excluded from participation in the administration, or knowledge of what the Board is doing, while all criticism is received in silence, it is not to be wondered at that they know little and care less about the state of the primary schools. There is a total absence in Ireland of healthy public interest in the education of the children and its improvement.

SCHOOLS.

BELFAST, VICTORIA COLLEGE.—Eleven exhibitions have been gained by Victorians in the Irish Intermediate Examinations. These include one of £50 to Miss A. D. Jennings in the Senior Grade, six Middle Grade exhibitions of £30 each by Misses A. Acheson, Mary D. Eakin, E. A. McCallum, Mary K. Gray, Maria Rowan, and Mary M. Trane. Two exhibitions, value £20 each, were won by Dorothy Lynd and Mary Archer; two Preparatory Grade exhibitions, value £20 each, by Sarah Lynd and Anne Robertson; and five returned exhibitions, two of the value of £30 each, by N. K. Cosbie and Jessie A. Dick, and three, each value £20, by E. O. Bailey, A. J. Kennedy, and Martha Maxwell. A. D. Jennings won the Gold Medal for taking the first place in Ireland in Mathematics in the Senior Grade, while N. K. Cosbie was Gold Medallist in English in the Senior Grade, and M. K. Gray was awarded the same distinguished place for English in the Middle Grade that she was awarded last year in the Junior Grade. In addition to these nineteen distinctions in medals and exhibitions awarded to Victoria College, its students gained seventeen other notable awards in composition prizes and book prizes.

BROMLEY HIGH SCHOOL.—The Kent County Council scholarship of £60 a year for two years has been awarded to Lizzie Hughes, who will hold it at Girton College. May Bartholomew has obtained the Oxford and Cambridge Board Higher Certificate in Natural Philosophy, Elementary Mathematics, Advanced Mathematics, French, and English; and Beatrice Wright in French, German, Elementary Mathematics, History, and English, gaining distinction in English. May Deacon and Kathleen Taylor passed the London Matriculation Examination in the First Division.

CLAPHAM HIGH SCHOOL.—Rose Baldwin gained a mathematical scholarship awarded at the Girton Entrance Examination, and Daisy Samson gained a L.C.C. scholarship. In the Cambridge Higher Local, R. Baldwin had a First Class in Group C, with distinctions in Mathematics and Arithmetic. H. Hudson had a First Class in Group B, distinction in French. A. Deane had a Second Class in Music and Mathematics and a Third Class in French. G. Eyre had a Second Class in History, a Third Class in English and French, and passed in Arithmetic. E. Stiff had a Third Class in English, French, and Arithmetic. G. Trenerry had a Second Class in English and a Third Class in Mathematics. B. D'Oyley had a Third Class in French, and passed in Arithmetic. J. Jepps had a Third Class in English. The following obtained full certificates in the Oxford and Cambridge Joint Board Higher Certificate, M. Boulton, E. Howard, K. Parr, D. Tarrant; and letters were obtained by M. Kynoch, E. Pott, J. Wild, B. Chapman, E. James, and E. Lucas. In the London Matriculation, E. Virgo, M. Macken, L. Thomson, and P. Leftwich obtained First Classes, and E. Nursey and G. Thorburn Second Classes. Ninety-one girls had Honour Certificates in the Council's Drawing Examination, and sixty-four passed. In the examination of the National Froebel Union, seven kindergarten students entered, all of whom passed in every subject. Three distinctions were gained in Part II. of the Higher Certificate, two in Class Teaching, and one in Gifts and Occupations.

GATESHEAD HIGH SCHOOL.—Miss Vickers, B.Sc., has resigned the Headmistressship of the Gateshead High School, and has been succeeded by Miss Tooke, of the Sheffield High School. Miss Ardington, Miss Wamsley, and Fräulein Sender have been succeeded by Miss Bocoock, Miss Filmer, and Fräulein Werner respectively. Miss Annie Smith has returned after a term's holiday. Beatrice Glass and Mrs. Hewitt (*née* Hilda Blenkinsop), both of the Gateshead High

(Continued on page 646.)

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School, are about to take up missionary work in Uganda and Calcutta respectively.

HAILEYBURY COLLEGE.—At the annual Speech Day, held July 4, R. M. Graves received the Argles Prize for Latin verse, and the Council Prizes for German and English verse; C. A. Henderson the Deedes Prize for translation into English; J. R. Brooke the Butler Prizes for English essay and English literature, and the Brisbane-Butler Prize for Shakespeare, and the Jackson Prize for the study of art; C. G. C. King the Kay Prize for recitation; and H. J. Couchman the Rhodes Prize for French composition. At Cambridge, L. F. Brady has been elected to a Classical Scholarship at St. Catharine's; C. E. Jarrad, B.A., Carus Greek Testament Prize and Crosse University Scholarship (equal); W. Outram, B.A., Crosse University Scholarship (equal); B. H. P. Fisher, B.A., Second Class, Part I., Theological Tripos. At Oxford, Rev. E. C. Owen, M.A., Bishop Jeune Memorial Prize; D. Frere and H. J. Bennett, Second Class, Classical Moderations. Army and Navy: H. J. Couchman, first into the Royal Military Academy; A. K. Main, R. C. Prance, also into Woolwich. Into the Royal Military College: R. L. Bignell, S. H. Lee, S. Phillips. Out of the Royal Military College with Honours: F. E. G. Talbot (second), and R. S. May (fifth). D.S.O.: Major C. W. H. Evans, Major C. G. H. Sitwell, and Capt. E. G. Harrison. J. Rennell Rodd, C.B., C.M.G., First Secretaryship, British Agency, Cairo, and K.C.M.G. Naval cadetships have been gained by H. R. Clifton-Mogg and C. N. Rolfe. Speech Day was held on July 4 in fairly fine weather. The prospect of rain and the counter attractions of the 'Varsity match tended to diminish the number of visitors. In the programme of the day may be noted the stress laid by the Headmaster on the increasing disposition of parents to take away their sons before the proper time, before boys have gained the advantages of public-school life and training; the vigorous address of Canon Scott-Holland on "The Cultivation of Ideas in Youth"; the excellent acting of the dramatic pieces, especially of the scenes from "Les Fourberies de Scapin"; and the school of arms and gymnastic display in the gymnasium. On June 9 an excellent lecture by Dr. Flinders Petrie on "Egyptian Antiquities," illustrated by splendid photographs of excavations and discoveries, was much enjoyed. The school term ended on August 3, and we met and defeated Cheltenham at the Crystal Palace on August 4 and 5.

HALIFAX, CROSSLEY AND PORTER ORPHAN HOME AND SCHOOL.—The Old Scholars' Scholarship, £30 per annum for four years, has been awarded to John K. D. Musgrave, who proceeds to Bradford Grammar School. The Governors of that school have awarded

him a Governors' Scholarship, which entitles the holder to free tuition. Mr. E. Sawdon, B.Sc., has joined the staff as Form IV. master.

HARROW, LOWER SCHOOL OF JOHN LYON.—At the recent Science and Art Examinations the number of successes gained by the fifth and sixth forms (forty boys) was 185, including sixty-seven First Classes.

HONITON, ALIHALLOWS SCHOOL.—H. M. Bull has gained a Second Class, Cambridge Classical Tripos; R. M. Bond a Queen's India Cadetship, 59th in Sandhurst competition; P. Farrant, Preliminary Scientific Examination (London University) in Chemistry and Physics; J. C. J. Teague, Honours, Second Class, in Senior Oxford Local Examination. The school was inspected in June by the Delegates of Local Examinations, Oxford. The inspector, the Rev. H. L. Thompson, late Censor of Christ Church, Oxford, and Warden of Radley, made an encouraging and stimulating report of the condition of the school. A new gymnasium and laboratories are now being built by public subscription and other means, and will be finished before the end of term.

NOTTING HILL HIGH SCHOOL.—In the June Examination for Matriculation of London University twelve candidates entered, of whom ten passed—W. Adams, C. Cresswell, M. Clears, E. Chick, T. Meyer, A. Radcliffe, M. Rouse, and M. Wadsley in the First Division; H. Coomber and M. Hopgood in the Second. Both of the candidates entering for Intermediate Arts passed—O. Blyth in the First Division, N. Longridge in the Second. Of the fifteen candidates for the Higher Certificate of the Joint Board, thirteen obtained their full certificate. Both G. Exton and O. Schwabacher gained distinction in Mathematics, M. Oyler in English, and M. Rooke in French. The remaining successful candidates were L. Benn, M. Edis, K. Edis, N. Seymour-Keay, G. Mitchell, K. M'Dowall, W. Price, N. Statham, and M. Willan. Twelve candidates entered for the Senior Local Examination of Oxford University, of whom ten passed—G. Cock and E. Reid in Class III. of Honours Division, the latter distinguished in English; M. Bouch, W. Barrett, J. Crosbie, R. Evans, L. Meyer, M. Spicer, E. Stunt, and A. Warren; and two Juniors, O. Chamberlin and A. Gallaher, satisfied the examiners. The first Royal Holloway College scholarship, i.e., of £75 for three years, was awarded in July to Charlotte Smith for excellence in mathematics.

SHEPTON MALLET GRAMMAR SCHOOL.—Mr. Samuel Slefrig, B.Sc. (Vict.), Inter. Arts (London), has been appointed science master.

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(Continued on page 648.)

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Mais si vous quittez Lisieux

Que promesse nous soit donnée

De revenir au moins, Messieurs

Et Mesdames, une autre année!

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How did we board and lodge at Lisieux? Most of the students had made by correspondence an arrangement with certain householders to lodge and board *en famille*. The French Committee supplied a number of names of respectable hosts who were willing for a consideration to entertain the English students. Thus we were for the most part dotted up and down the town in groups of two or three. It was a great lottery. Some houses were comfortable; many were quite the reverse. Sanitary arrangements were of the most primitive and offensive description. In fact, the only drawback to Lisieux as an ideal place for a summer school is the lack of good lodgings. A group of students tried the Hôtel de Normandie, perhaps the least objectionable of the two or three hostels of which Lisieux boasts. They were little better off than in the private houses. The *collège* where we daily met is a somewhat handsome brand-new structure consisting of classrooms, dormitories (it is chiefly a boarding school), a chapel, and a principal's house. In the large refectory or dining hall we held our meetings and *soirées*. In the class-rooms the lectures were delivered. I need not detail the scheme of work. Is it not all written in the handbook issued from Gower Street? Suffice to say it was well done, and the professors were one and all amiable men who won the confidence of the students and who spared themselves no pains to make the work and the movement a complete success. And they succeeded.

What sort of pupils had these professors as the raw material upon which to work? There were about a hundred of us all told, women rather in the majority. Many students plainly

came from the elementary schools, not a few from the North of England. These came to work in grim earnest, and the social side and the lighter aspect of affairs as displayed in excursions, cinderellas, afternoon teas, and evening strolls under the bright stars had small attraction for them. Of secondary school teachers of both sexes there was a fair sprinkling, and they formed somewhat of a clique amongst themselves. We numbered in our midst five members of the Headmasters' Association, one Organizing Secretary, a Roman Catholic priest—the embodiment of goodness and good humour—and a few principals of private schools. To the secondary teachers the life outside of the *collège* and its lectures was perhaps more interesting than that within the circumscribed limits of the classroom. All were cyclists, and almost daily a run was made to some point within easy reach. Lisieux is well situated for such excursions. There are numerous interesting and historic spots within twenty miles of the town; and then for points further distant the railway can be used. The writer formed one of a small party which found time to traverse a very considerable portion of Normandy in the intervals between one day's work and the next, with an occasional "day off" for the longer excursions. To those who take a *cours de vacances* in this manner, nothing can exceed the pleasure of a holiday spent under such conditions. It gave time for the new acquaintances to ripen into good firm friendships. Lectures were generally over by 11 a.m., and thus many hours of daylight remained for the pleasures of an excursion into the heart of rural Normandy, where the study of the people and of the country was quite as educative in its way as the formal lecture in the *collège* classroom. And where did the romance come in? Throw together for a month a number of young men and women, and need you ask? To the close observer, the manifest difficulty of saying good-bye, the almost painful intensity of the pleading to "come again next year," and the long gaze after the departing train or receding boat, told of not a few tender romances born of the *Cours de Vacances à Lisieux*. Such were the experiences of one

ETUDIANT ANGLAIS.

A HOLIDAY ADVENTURE.

HOTEL DE PARIS, RENNES.
Monday.

DEAR JACK,—A thousand thanks for your last epistle. Delighted to know you are having such a good time among the everlasting snows. You will soon be an honoured member of the Alpine Club. We, too, are having a splendid holiday. Not climbing mountains, certainly, or even many hills, for France is a paradise for cyclists, and a great treat after our dear up-and-down England. But, notwithstanding and nevertheless, we find our tour plentifully supplied with adventure, and just now we are in the midst of a most dramatic experience, viz., a visit to Rennes, during the sitting of the Dreyfus Court Martial. Let me tell you all about it, and please do not gesticulate wildly, and give vent to words of brotherly indignation anent "two unprotected females in that hot-bed of anarchy." There is no necessity, for no attempt has been made to assassinate us—we are not Laboris—and we are always treated courteously. So listen with an unbiassed mind, while I throw some side-lights upon this modern drama for your benefit. "The Dreyfus Trial, seen through the eyes of an English lady," as the papers would say. Eileen and I, having scoured the greater part of Normandy, and even penetrated to the recesses of the glorious Mont St. Michel, felt that we *must* make a bold attempt to enter Rennes. To return to England without having played any part in the all-absorbing *affaire*! Why, it would be like a performance of "Hamlet" with the part of the Prince left out! "But, even if you go there, you will not be able to get into the Court," said the sages. But we were women, therefore curious, and determined withal. And Fortune favoured us. Just a week ago we reached Rennes about 6 p.m., and, having resigned ourselves to the idea of a two-hours hunt for a local habitation in this town, crowded with journalists, witnesses, &c., we made our way to the hotel recommended by our friends the C.T.C. To our delight, we found no difficulty in obtaining rooms, and, by a further slice of good luck, we had for neighbour at *table d'hôte* the special correspondent of the best known London daily. He was goodness itself, and henceforth I am

the sworn ally of all newspaper men. He gave us every information, including the hard fact that for an outsider to get a special ticket of admission to the trial was without the realm of possibility. However, we learnt that, by getting up at dawn, or before it, we stood a chance of getting in at the entrance for the general public. We determined to try this, and, before retiring we interviewed the night porter and, in the most emphatic French at our command, instructed him to beat a tattoo—the "Marseillaise," or anything equivalent—on our door at 3.30 a.m. prompt.

As a result, Eileen and your beloved sister might have been seen, ere the clock chimed four, wending their way, with camp stool in hand, over the cobble-paved Avenue de la Gare to the side entrance of the Lycée. A fair number of people were already there. There was no confusion or disorder. We stood in rows of fours, and waited, much as you and I did last winter for the opening of the pit doors of the Lyceum. Only, in this case, the drama to be played was human, not Shakespearian. About five, some *gendarmes* appeared, and then began the all-important counting, for only sixty of the public are admitted daily. We just came in with the forties, and so were saved the fate of many at the end of the *queue*, who were ordered to move away. Soon we heard in the distance the tread of the cavalry whose duty it is to guard every approach to the Court during the transit of Dreyfus from the Manutention Militaire to the Lycée opposite. Then the door was opened, and we entered the hall of the school, now being used for a purpose very different from its wonted use. One burly Frenchman seemed to resent the presence of *les Anglaises*. "Pas l'Angleterre devant la France ici," were his words, as he brushed by us. But he was an exception, for we were generally treated with every courtesy. "Of course you are Dreyfusards?" said a fat old lady near. But we had learnt wisdom, and refused to be drawn: like Br'er Rabbit we "laid low and said nuffin." Poor Dreyfus had few friends among the general public there that morning—or indeed, any morning—and certainly not the rubicund priest behind us. Oh! what an army of journalists! There were pressmen to right of us, and ditto to left of us, of all sizes, nationalities, and colours, with just a sprinkling of lady journalists to relieve the monotony, among them being an Austrian princess. They provided excellent studies of human character. As the hall gradually filled, we singled out the notable personages, with bated breath. It was like a page of contemporary history, and so dramatic that the scene seemed scarcely real. Mathieu Dreyfus sat quite near us. He has a splendid face, and every feature speaks determination and nobility of character. Near him was the brother of Madame Dreyfus. His dark eyes and sallow features seemed overclouded by the shadow which had crossed his sister's life. The much discussed *dame blanche* was there, faultlessly attired as ever; but we were not much impressed by her appearance.

"And where were the Generals?" you will ask. Oh! they were very much there—in the front, "all in a row." They seemed well pleased with themselves. It was as if they had "dipped into the future," and had seen that *their* honour—of which we were to hear so much and see so little—was safe in the hands of those subordinate officers who were called upon "to truly and indifferently administer justice." But hark! The command "Présentez-arms!" rings through the Court, and instantly all eyes are fixed on the platform. The seven judges entered, and, having returned the salute of the soldiers, seated themselves, and awaited the entry of the prisoner. A door opened, and, almost before one could realize it, Dreyfus, preceded and followed by a *gendarme*, had ascended the platform with firm tread and upright carriage. He saluted the President, and took his seat in front of his counsel. Then the first witness was called, and another scene in the drama had begun.

Eagerly we scanned the face of the accused officer, and, although somewhat attenuated, we marvelled that these placid features could belong to one who had known the horrors of the Ile du Diable for five long years. But his hair, prematurely white, tells the tale of his sufferings, and makes him look older than he is. Eileen made one or two life-like sketches of his face, which you must see anon. His self-control was wonderful, as were also his powers of endurance. Invective, calumny, falsehood, the oft-repeated: "Cet animal Dreyfus!" usually failed to break his composure. Only occasionally, as, for example, during the evidence of his arch-enemy, General Mercier, were the bounds

of endurance passed, and he shouted with passion : " Non, mon colonel, ce n'est pas vrai ! " but only to be silenced by the stern : " Taisez-vous, Dreyfus ! " of the President.

Dreyfus sat, for the most part, motionless, his right hand on his *képi*, and his eyes fixed on the President. He seemed oblivious of all who were in the body of the Court—kith and kin, friend and foe alike. I kept wishing that he would turn his head just *once*—but he never did. During the evidence of Colonel Picquart—"the noblest Roman of them all"—however, an active interest took the place of his usual passive calm. As Picquart's voice, clear and deliberate, penetrated to the remote corners of the hall, Dreyfus seemed to drink in his words, as if they meant life and liberty to him, and were "as the shadow of a great rock in a weary land." It was a sad sight, and my woman's tears were perilously near. The memory of that scene will ever live. *Maître Labori* is a wonderful study. It was delightful to hear his mighty "roar" as he tore into shreds the web of falsehoods woven by some of the witnesses, in spite of the fact that just before, reverently gazing upon the crucifix, each had raised his hand in solemn attestation that he would speak the truth ! With what comparison shall we compare this great lawyer ? His shaggy head seemed to take us back to the days of childhood, and to conjure up pictures of the inhabitants of the lions' house at the Zoo.

And what of the judges ? Well, the less the better. I know what you would say of them—"About half as intelligent as the average British jury." The thought of their responsibility fills one with awe. They are being weighed in the balance, and how will they be found ? Theirs is indeed a hard choice—conscience or career ; and meanwhile the world waits, and hopes. But Colonel Jouaust certainly shows his bias. The Generals, whether they speak in season or out of season, are listened to with a subservience that is almost cringing. But it is not to be wondered at, for can the Ethiopian change his skin, and are they not his superior officers ?

Poor Mme. Dreyfus, the Mater Dolorosa of modern politics, as some one has called her, never comes to the trial, but she visits her husband in the prison, every afternoon. At twelve the Court adjourned, and we were not sorry, for paradoxical as it may sound, although the proceedings are intensely interesting yet they are also intensely wearying. And oh ! the *déjeuner* we consumed on our return to the hotel ! Tell it not in Gath, for we were indeed ravenous.

Thus ended our first visit to the Dreyfus trial, but we have been several times since. *Of course*, we are convinced of his innocence, but, alas ! the air here seems impregnated with the spirit of militarism, and we fear for the result. "Vive l'armée. A bas les Juifs" is certainly the *vox populi*.

We have found our stay here of absorbing interest, and regret that the Rennes adventure ends to-morrow. Contemporary history gives way to ancient story, for we are going on by easy stages to Falaise, to see the birthplace of the Conqueror and the stream made famous by the legend of Arlette, the tanner's daughter. So here endeth the true and faithful account of this, our latest adventure. We must compare notes further when we return to old England ; and what a glorious privilege, methinks, it is to be born Britons !

So farewell, *mon frère*, and my blessing rest upon you. Take care of yourself. Mind the sheets are aired, and that your feet are not wet, as dear mother would say ; and write immediately, if not sooner ("Poste Restante, Falaise"), to

Your beloved and adventurous Sister,
MADELINE.

MODERN FRENCH AT GENEVA UNIVERSITY.

IT must be the experience of many to be asked, from time to time, by friends or acquaintances : "Where can I go abroad to learn French ? Do you know of a decent *pension*, not too expensive, where one could learn good conversational French ?" For those in such a case, who have time to spend and require something more solid than one of the numerous holiday courses now so well known, Geneva University has substantial advantages to offer. As special arrangements are made for modern language teachers, both English and German—as the cheapness of the teaching is only equalled by its soundness and breadth—it is a pity that these advantages are not better known in England than they are.

Geneva, like other Universities, provides, to begin with, an annual holiday course from July 16 to August 28. These dates do not correspond with the English school holidays, but teachers who arrive about the beginning of August can take the last four weeks of the course, and then have a fortnight to recruit themselves after their labours round Chamonix and Zermatt, when the Alps are at their best, the weather usually admirable, and the hotels half empty. The instruction at this holiday course comprises lectures on French literature, on French syntax and "Gallicisms," composition (from English and German into French), methods of teaching French, and pronunciation. We shall be able to consider these subjects and their treatment in greater detail below : at present it may suffice to say that the numbers of those present at any one lecture are not allowed to become unwieldy ; that a series of text-books has been written especially for these courses, which are procurable at a very moderate cost ; and that as much personal attention as possible is given to individual students. A feature of the course is the weekly excursion, which usually takes place on Saturdays ; an expedition is made to the Salève, on the lake, or to some point of interest in the neighbourhood, when the students have the opportunity of improving their acquaintance with their professors and with one another.

We now come to the really important work that is being done at Geneva—"Le Séminaire de français moderne." This "seminary" begins about October 15, and continues throughout the winter and summer *semesters* of the University, concluding on July 1. At the end of each *semester* an examination is held, at which those students who have attended the lectures regularly, and presented a specified amount of written work, may offer themselves with a view to obtaining a *certificat d'aptitude à l'enseignement du français moderne*. The instruction given coincides, in some points, with that of the holiday course, and is as follows :—

1. *Lecture analytique d'auteurs français modernes*.—M. Bernard Bouvier, the Director of the Séminaire and Professor of Modern Literature, has selected for purposes of this lecture a number of extracts from modern French novelists and critics, which illustrate the development of French style during the last century. The mode of procedure is as follows :—An extract is chosen and prepared by the students ; then the lecturer will ask any one of his audience to "analyze" the fragment—that is to say, to give briefly the subject-matter, and to add any remarks that may have occurred to him upon the manner of treatment, the way in which the author produces his effects, his mode of marking salient points in his description, and so on. This leads to a discussion, in which any one may take part, and the whole is summed up by the lecturer in an "appreciation" of the author in question. The mode of analysis and criticism appeared to us at times rather fanciful and overdrawn, but was invariably most stimulating and thoughtful.

2. *Composition et improvisation*.—This course is conducted by the same lecturer, M. Bouvier. A subject—say, the development of the French theatre—is chosen, and special plays, books of criticism, &c., are indicated, to illustrate each step in the development. At each lesson one of the students—who has, of course, previously prepared his subject—takes the chair, and gives an address limited to a quarter of an hour upon the special point entrusted to him. Criticisms are then invited, and the lecturer sums up the whole. The addresses are supposed to be extempore, and the lecturer had a wholesome horror (and did not scruple to express it) of the German, armed with a portentous roll of manuscript, who attempted to review the world's theatrical history in three quarters of an hour.

3. *Méthodes et exercices pratiques d'enseignement*.—These lectures are given by M. Zbinden, a well known authority in Switzerland on the *neuere Richtung*. The method of French teaching which he expounds is, of course, the oral and conversational. His theory was explained during one hour every week ; and for an hour and a half, weekly, practical experiments were made by the students at the *école allemande*, the *corpus vile* consisting of a dozen little German-speaking girls and boys, on whom the new methods of French teaching were practised. For all intending French teachers, no course could be more valuable than this.

4. *Stylistique*.—This is a composition lecture. Selected pieces of English or German are translated by the students and sent to the lecturer, M. Charles Bally, who criticizes the renderings, corrects mistakes, and dictates a fair copy. M. Bally shows

the keenest appreciation of all those minute differences of idiom which usually puzzle the foreigner; he also pays special attention to the use of French synonyms, and is unsparing in the individual attention he contrives to give to each student. We may add that the text-book in use for the English section was specially written by M. F. F. Roget, formerly lecturer at St. Andrews—a more than sufficient guarantee of its usefulness.

5. *Phonologie du français actuel*.—M. de Saussure, the lecturer in this subject, occupied the whole of last winter's *semester* in expounding the principles which govern *phonologie* in general. His exposition of the subject was original, and at times striking, but marred by a difficult delivery and an apparent lack of enthusiasm. Probably he will be more interesting when he arrives at French phonetics proper—a subject of great importance to all teachers.

6. *Pronunciation et diction*.—M. Thudichum, the lecturer in this subject, has reduced "accent" to an exact science. As soon as you have opened your mouth he will tell you, not only whether you are an Englishman or a German, but whether you are a Servian or Bulgarian—from Berne or from Fribourg. Moreover, he has made a special study of the exercises necessary to correct a faulty accent, and no one who follows his directions, and is provided with the necessary organs of speech and hearing, could fail to acquire a proper pronunciation. He has also the excellent habit of diverting an audience likely to grow wearied with mechanical exercises by recitations, both grave and gay.

7. *Syntax du français depuis le seizième siècle; Gallicisms; exercices écrits de langue et de style*.—M. Mercier lectures upon such authors as La Fontaine, showing the difference between modern French and that of his author, and entering into minute points of syntax. Essays are also written, sent to him, and discussed in subsequent lectures. An admirable delivery and a most amusing flow of humour made his lectures as interesting and valuable as any in the course.

8. *Histoire des mœurs et des institutions en pays de langue française dans les temps modernes*.—This is virtually a lecture in modern French history by M. Seitz—sound, thorough, and extremely interesting. Here, also, students are asked to speak for a few moments on special points.

These lectures occupy only about twelve hours a week; consequently the student has every opportunity to attend any other lectures in the *faculté des lettres* which may attract him. Many of the lecturers are well known men (we may instance M. Ernest Muret, Professor of Romance Languages), and the whole of the University instruction is maintained at a very high level of excellence. For each hour's lecture a week, throughout the *semester*, the student pays five francs—a price which is anything but exorbitant. Should he desire, at the end of the *semester*, to present himself for the examination, he is obliged to pay the matriculation fee of twenty francs, which also gives him the right to use the library of the Faculty. The public library of Geneva, situated in one of the wings of the University building, is also open every day; and practically any book on any subject taught in the University can be obtained and read there.

The examination is *viva voce* and written; candidates must pass the *viva voce* part before they can present themselves for the written papers. The subjects are those of the lectures already stated, comprising translation at sight from an English or German author into French, and an address, lasting twenty minutes, delivered to the assembled examiners, upon some point of French history or literature. Profound knowledge of French history or literature is not expected; the main requirement is that the student should be able to speak the language with ease and fluency and to write it accurately. Candidates who can fulfil these requirements should have no trouble in getting certificates. What the value of the certificate may be, when gained, is an unknown point as regards England. But it does represent a sound working knowledge of modern French.

The English portion of the students is scanty; four or five Anglo-Saxons alone were to be found in the *Séminaire* last winter. Naturally, being so few in number, they get more individual attention in the subjects which concern them alone; but, at the same time, it is much to be regretted that more teachers cannot find time to avail themselves of the undeniable advantages which Geneva University provides for their benefit at considerable trouble to itself. The large majority of the students are German—partly because Geneva is to them easily acces-

sible, and also is highly recommended by many well known German Romance professors (see, for example, Koschwitz: "Anleitung zum Studium der Französischen Philologie"; Marburg, 1897). We believe we are also correct in stating that the German Government offers some assistance to intending modern language teachers who are willing to follow such a course of study. Paternal legislation in England is not likely to follow this lead for many a year; but any one who desires to learn French, and is in the happy position of having fifty pounds to spend and six free months, might do very much worse than go to Geneva. Apart from the excellent teaching, the great kindness and courtesy of the professors and the admirable scenery and cheerful life of Geneva itself combine to make the investment as pleasurable as it is profitable. Any one requiring information concerning the lectures and courses can obtain it either from Prof. Bernard Bouvier, or from the *Secrétaire-Cassier* at the University, who will also furnish a list of French-speaking families in Geneva and the neighbourhood, where intending students can be received at all prices from one hundred to two hundred francs a month.

COMPARATIVE ABILITY OF WASHINGTON CHILDREN.

M. R. A. MACDONALD, specialist in the United States Bureau of Education, Washington, has been good enough to send us the draft of an article to be published in the next annual volume of the Bureau. We give here the author's main conclusions, adding a few comments:—

"The teachers were asked not only to mark each pupil bright, dull, or average, in general, but to specify the studies in which such pupil was bright, dull, or average. In this way a more complete judgment of the pupil's ability was obtained. Thus, some children generally bright are nevertheless dull or average in certain studies.

"The difficulties of estimating intellectual ability in a quantitative way are well known; yet, when there is an agreement in the reports of, say, more than ten teachers as to twenty or more pupils, there is a strong probability as to the general truth of the teachers' judgment. In questions where there is difference of opinion, the agreement of ten or more teachers is more trustworthy than the opinion of any single individual, who is liable to have some pet theory. For it must be noted that pupils in the same category in the tables may come from any one of four different high schools, or from all; or from any one of fifty different grammar schools, or from all; that a large number of different teachers were engaged in marking the pupils, so that any agreement as to any category in the tables (say, girls of the labouring classes, bright in language) would be wholly unknown in advance.

"It may be objected, again, that there is no standard of ability in studies. There is not, nor is it probable that there ever will be, any absolute standard of ability. But this does not in the least hinder us from saying, for instance—and saying truthfully—that one pupil is bright and another dull in arithmetic.

"We have classified together all pupils reported bright, dull, or average in all studies—that is, those who are exceedingly bright or exceedingly dull, &c. Comparing boys and girls of American parentage, we find 51 per cent. of the boys and 45 per cent. of the girls bright in all studies, but only 9 per cent. of the girl dull in all studies, against 14 per cent. of the boys—that is, there are 6 per cent. more of the boys bright and 5 per cent. more dull than in the case of the girls. Since an approximate valuation of ability is all that could be expected, the difference of 1 per cent. in favour of the boys is too small to be considered. Where the difference is not more than 5 per cent. in comparing dullness and brightness in each study, we have disregarded it, calling the classes compared approximately equal. Proceeding in this way, we find that boys of American parents are of about equal ability in 'all studies,' geography, history, and science, to girls of American parents; inferior to them in algebra, drawing, language, manual labour, music, penmanship, reading, and spelling; and superior to them in arithmetic and mathematics."

Such a method of classification is necessarily rough, and it appears from the tables that the difficulties in the way of obtaining even an approximate standard of ability have not been overcome. For instance, in the results quoted above, if we take the boy of average ability to mean the boy whom the greatest number most closely resemble, and suppose that all such boys have been classified together as "average"—which would be the natural course to pursue where only three classes of ability are to be discussed—it is hard to see how 51 per cent. of the boys examined come to be classified as "exceedingly bright" in all studies. The difficulty in understanding this is increased if we consider the fact that this is a higher percentage of brightness than that given under any of the thirteen details which follow, the average number of

boys classified as bright in a single detail being 36 per cent. The method of classification of the details of study also requires further explanation, for, while 4,944 boys are classified under the head of arithmetic and 306 under that of mathematics, only 106 appear under algebra. It will be observed that boys are stated to be superior to girls in aptitude for arithmetic and mathematics, but inferior in algebra. Manual labour and sewing are grouped together, which may give the girls some advantage under this heading. Throughout the classification, from which the following conclusions are drawn, "all studies" is taken to be of equal value to any single detail, such as penmanship or reading.

Conclusions.

1. Girls are superior to boys in their studies (but see Conclusion 4).
2. Children of the non-labouring classes show greater ability in their studies than children of the labouring classes. This confirms the results of others.
3. Mixture of nationalities seems to be unfavourable to the development of mental ability.
4. Girls show higher percentages of average ability in their studies than boys, and therefore less variability. This is interpreted by some to be a defect from an evolutionary point of view (but see Conclusion 1).
5. As circumference of head increases mental ability increases, it being understood that the race is the same.
6. Children of the non-labouring classes have a larger circumference of head than children of the labouring classes.
7. The head circumference of boys is larger than that of girls, but in coloured children the girls slightly excel the boys in circumference of head.
8. Coloured girls have larger circumference of head at all ages than white girls.
9. An important fact, already discovered by others, is that for a certain period of time before and after puberty girls are taller and heavier than boys, but at no other time.
10. White children not only have a greater standing height than coloured children, but their sitting height is still greater; yet coloured children have a greater weight than white children—that is, white children, relatively to their height, are longer bodied than coloured children.
11. Bright boys are in general taller and heavier than dull boys. This confirms the results of Porter.
12. While the bright coloured boys excel the dull coloured boys in height, the dull excel the bright in sitting height. This seems to indicate a relation or concomitancy of dullness and long-bodiedness for coloured boys.
13. The pubertal period of superiority of girls in height, sitting height, and weight is nearly a year longer in the labouring classes than in the non-labouring classes.
14. Children of the non-labouring classes have, in general, greater height, sitting height, and weight than children of the labouring classes. This confirms the results of investigations by Roberts, Baxter, and Bowditch.
15. As age increases, brightness decreases in most studies, but dullness increases except in drawing, manual labour, and penmanship—that is, in the more mechanical studies.
16. In coloured children brightness increases with age, the reverse of what is true in white children.

Conclusions as to Children with Abnormalities.

17. Boys of the non-labouring classes show a much higher percentage of sickness than boys of the labouring classes.
18. Defects of speech are much more frequent in boys than in girls.
19. Boys show a much greater percentage of unruliness and laziness than girls.
20. The dull boys have the highest percentage of unruliness.
21. Abnormalities in children are most frequent at dentition and puberty.
22. Children with abnormalities are inferior in height, sitting height, weight, and circumference of head to children in general.

As regards Conclusion 3, the evidence given in the tables is contradictory and inconclusive. No figures are given in support of many of the other conclusions. No indication is given of what forms of abnormalism have been considered.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, the "Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

THE Executive Committee of Council met on September 28. Among other business, it considered the place and date for the next General

Conference of the Guild, and the arrangements for a Teachers' Guild "exhibit" in the English Education Exhibition, 1900.

On September 30, the Modern Languages Holiday Courses Committee sat to receive the reports of the representatives who superintended the Holiday Courses at Lisieux and Tours, and to make preliminary arrangements for Holiday Courses in 1900.

The attention of members of the Central Guild is especially directed to the two printed insets relating to the Teachers' Guild Friendly Society and "Holiday Resorts," sent to them this month. Copies of the insets will be sent to the Hon. Secretaries of Branches.

CENTRAL GUILD—LONDON SECTIONS—CALENDAR TO DECEMBER 1, INCLUSIVE.

Monday, October 2, 7.30 p.m.—Section A. Paper by Mr. Stanley Anderton, on "The Lack of Unity in Modern Education." Discussion to follow. At 29 Clapton Common, N.E.

Tuesday, October 3, 8 p.m.—Section C. Social evening. Short papers on "Home Work," by Mr. C. Simmons, and Mr. C. K. Granville, to be followed by a discussion, opened by Mr. C. E. Rice. At 72 Compayne Gardens, West Hampstead, N.W. Tea and coffee.

Friday, October 6, 8 p.m.—Section B. Lecture on "The Teaching of Elementary Science to Junior Forms," by Miss Edith Aitken (Natural Science Tripos). At North London Collegiate School, Sandall Road, Camden Road, N.W.

Friday, October 13, 8 p.m.—Sections F and G. Conjoint meeting, to hear explanation of the Teachers' Guild Loan Portfolio Scheme, by a member of the Museum Committee. At the High School for Girls, 63 South Side, Clapham Common, S.W.

Friday, October 20, 8 p.m.—Sections A, D, and E. Conjoint social meeting. Subject as on October 13. At 74 Gower Street, W.C. Tea and coffee.

Friday, October 27, 8 p.m.—Sections B and C. Conjoint social evening. Subject as on October 13 and 20. At 74 Gower Street, W.C. Tea and coffee.

Friday, October 27, 8 p.m.—Section G. Conversazione at the Mary Datchelor School. Lecture on "Dr. Arnold," by Mr. M. Sadler. Music. Exhibition of drilling by Miss Bono.

Friday, November 3, 8 p.m.—Conjoint meeting of all Sections, arranged by Section G. Lecture on "Winchester," by the Rev. Canon Benham, at King's College, Strand, W.C., the Rev. the Principal of King's College in the Chair.

Saturday, November 4, 7.30 p.m.—Section F. Conversazione at the Stockwell Training College, by kind invitation of Miss Manley, to meet the members of the Froebel Society.

Friday, November 10, 8 p.m.—Section F. Lecture on "Manual Training in the School Curriculum," with illustrations, by Mr. A. N. Disney. At the Modern School, 22 North Side, Clapham Common, S.W.

Thursday, November 16, 8 p.m.—Section B. Lecture on "Peasant Life in Modern Greece," illustrated with lantern views, by Mr. W. H. D. Rouse, in the Botanical Theatre, University College, Gower Street, W.C. (Members of other Sections are invited.)

Saturday, November 18, 11 a.m.—Section E. Sir Reginald Palgrave has kindly promised to conduct members of the Section over the Houses of Parliament. Those who wish to join the party (number limited) should write to Miss Stone, hon. sec., 42 Bessborough Street, S.W., at least a week beforehand.

Tuesday, November 28, 8 p.m.—Section C. Short lecture on "Grammatical Analysis," by the Rev. C. Tickell. Miss Marian Green and Mr. H. Courthope Bowen will join in the discussion to follow. At 74 Gower Street, W.C. Tea and coffee.

Friday, December 1, 8 p.m.—Section G. Lecture on "The Art of Teaching Spelling," by the Rev. Sydney Tickell, followed by a discussion, at Aske's School, Hatcham, S.E. Tea and coffee.

For particulars of the various Reading Circles, the autumn cards of the different sections should be consulted.

LIBRARY.

The Hon. Librarian reports the following additions:—

Presented by the Rev. J. O. Bevan:—A Plea for the Production of an Archæological Map and Index for England and Wales, County by County.

Presented by Miss Boyer-Brown:—Radiant Suns, by A. Giberne.

Presented by Messrs. G. Bell & Sons:—Cæsar, Book II., ed. by A. C. Liddell; Iliad, Book IX., chaps. i.-xix., ed. by W. C. Flamstead Walters; Cornelius Nepos, Epaminondas, Hannibal, Cato, ed. by H. L. Earl; Ovid, Metamorphoses I., ed. by G. H. Wells; Eutropius I. and II., ed. by J. G. Spencer; Æsop's Fables, ed. by A. P. Williams; Elementary Dynamics, by W. M. Baker.

Presented by Messrs. Blackie & Son:—Progressive Lessons in Science, by A. Abbott and Arthur Key; Blackie's Continuous Readers (A Chapter of Adventures, by G. A. Henty; Hetty Gray, by R. Mulholland; Girl Neighbours, by S. Tytler), 3 vols.; Les Deux Bossus, by Carnoy, ed. by Emile Le François; Songs of Béranger, ed. by G. H. Ely.

Presented by Messrs. Macmillan & Co.:—Botany for Beginners, by Ernest Evans; Exercises in Practical Physics, by R. A. Gregory

and A. T. Simmons, Part I.; *Le Roi des Montagnes*, by E. About, ed. by Ernest Weekley; Virgil, *Georgic III.*, ed. by T. E. Page; Virgil, *Aeneid XII.*, ed. by T. E. Page; *Elementary Practical Mathematics*, by F. Castle; *Euclid Books I.-IV.*, ed. by Todhunter and Loney; *French History for Schools*, by K. Stephen; *De Vogüé, Cœurs Russes*, ed. by E. Pellissier. (Two copies of each.)

Presented by Messrs. George Philip & Son: *Trigonometry at a Glance*, by G. W. Usill and F. J. Browne; *Essex Past and Present*, by George F. Bosworth; *An Elementary Class Book of Modern Geography*, by William Hughes; *The Facts of Life*, Part II., by Victor Bétis and Howard Swan; *Scenes of English Life (Lessons for Teaching English) Books II. and III.*, by H. Swan and V. Bétis.

Presented by Messrs. Simpkin, Marshall, & Co.:—*Short French Historical Grammar and Lexicon*, by Victor Spiers.

Presented by the University Examination Postal Institution:—*Cambridge Higher Local German, Second Series*; *Cambridge Higher Local French, German, and Arithmetic*; *Guide to the Cambridge Higher Local Examination*; *Synopsis of English Literature 1688-1760*, by A. E. Rowe.

The Library Catalogue is in the printer's hands, and is being pressed forward as quickly as possible.

COLONIAL AND FOREIGN NOTES.

UNITED STATES.

At the recent annual meeting of the National Educational Association in Los Angeles there was an attendance of nearly fifteen thousand—the highest number ever reached in the history of the society, which held its first annual meeting as long ago as 1858, with a membership of five. There can be no doubt of the enthusiasm of the men and women who will travel more than three thousand miles to attend a teachers' meeting, even though the programme includes such cupboard-attractions as are indicated in the following paragraph from a newspaper report:—"All incoming trains were met some sixty and more miles away from the city by smiling committees, who greeted the visiting delegates with baskets full of delicious fruit and fragrant flowers. Every wish seemed to have been anticipated. All the people of Southern California had united themselves into one large welcoming committee. The parlours of the various delegations were decorated with flowers, and every morning brought a fresh supply of oranges, apricots, figs, and plums. The local teachers had secured an orange grove near the city for the especial benefit of the National Educational Association, to afford the visitors the pleasure of picking the golden fruit from the trees. Everybody entertained. There were concerts, trolley-rides, excursions on land and water, lawn *fêtes*, indoor receptions, with fruit and Southern California punch à la Frank Wiggins, 'at homes,' *fiestas*, gymnastic entertainments, water carnivals, &c., &c. The local committee had also secured a troupe of Chinese actors from San Francisco, and the six theatrical performances given by the Celestials were free to all holders of National Educational Association membership tickets."

That these thousands of teachers, however, could rise even higher than "punch à la Frank Wiggins," the following extract from their resolutions will sufficiently testify:—"We reaffirm our belief that the course of education, despite difficulties, doubts, and discouragements, is steadily upward and onward. The year which has passed has been one of genuine progress. Sound educational ideals are more firmly established, the benefits of school and college education are more widely diffused, the work of teaching is more intelligent and successful, the teachers themselves constantly grow more earnest and more studious. The one dark page in the history of the year is that which records interference with the work of public education, and attacks, successful and unsuccessful, made upon it, by political tricksters and spoil-seekers. [A reference to recent troubles in Chicago.] We appeal to the public and to the Press to resist, to resent, and to punish these attacks, and we pledge our best efforts to the absolutely non-political and non-sectarian conduct of the work entrusted to us. . . . We support cordially every effort to elevate the profession of teaching, by raising the standards for entrance to it, by promoting educational scholarship, and by providing for stability of tenure and for adequate compensation. We are prepared to accept the complementary principle, that inefficient and incompetent teachers must yield to the professional judgment which asks their retirement from the school, and we deplore any and every attempt, organized or otherwise, to protect such teachers in their posts by influence whether personal or political. We wish by every legitimate means to support the invaluable work of the Bureau of Education, and we ask that it be given such support by Congress as will enable it to perform, with fullest efficiency, the tasks entrusted to it. . . . This Association has long insisted, and continues to insist, upon the full recognition of all educational agencies as essential undertakings in the public interest, whether they are supported by public taxation or by other means. All alike are, and should be, in heartiest co-operation,

and any attempt to array one institution, or one form of educational effort, against another is little short of treason to the nation's highest interests. The past year has brought new and grave responsibilities to our common country, and has opened before it new and difficult opportunities. With a courage born of high hope and of confidence in democracy, the nation's schools and schoolmasters will assume their full share of the burden so suddenly imposed upon our citizenship, and will contribute by every means in their power to the wise, patriotic, and democratic solution of the problems which confront us as a people."

Nearly all the leaders of educational thought were present at the meeting, and all the most modern movements were well represented. "The Educational Progress of the Year" was entrusted to Dr. Nicholas Murray Butler, from whose paper we quote the following informing passages:—"During the period under review there stand out prominently in the United States two series of events which are eminently characteristic of the tendencies and movements most manifest among us. These are the striking additions to the literature of education which have been made by Americans, and the study and constructive thought which have been devoted to the problems of public school organization and administration in large cities. For two generations Americans have been writing and publishing books upon the theory and practice of education which were on too low an intellectual plane to meet the needs of to-day. They belonged to the literature of the camp-meeting rather than to that of the study. Scholarship and care for education as such were divorced. The colleges had rolled the Baconian half-truth 'knowledge is power' under their tongues so long that it made other condiment unnecessary. Meanwhile, the elementary schools and the normal schools were suffering from lack of the scholarship which only the colleges and the yet unborn Universities could give. The scholars looked askance at the schools as something beneath them; the schools, unmindful of the fate of perpetual motion, undertook to live on their own scholarship alone. The results were not happy. Now all this is changed. Dating, perhaps, from President Angell's success in 1879, in securing the foundation at the University of Michigan of the chair which has been successively occupied by Payne and by Hinsdale, and from the elaborate presentation of education as a University subject made by President Barnard, of Columbia, in 1881, the movement to bring the upper and the elementary schools together in mutual understanding and in a spirit of sympathy and co-operation began to gather headway. Now it has come to pass that that University which does not pursue education as energetically as it pursues physics or classical philology, is no longer upon a pinnacle. The most noteworthy feature of the educational literature of the year is its complete reflection of this new and inspiring point of view. It treats school topics with the seriousness, the care, the scientific method, which mark the scholar. Homilies upon education have disappeared before the study of education. As a result we have the beginnings of an American literature of education which will be permanent. During the past twelvemonth, or a little more, books have been published by Mr. Eliot, by the late General Walker, by Mr. Gilman, by William James, by Dr. Muensterberg, by Dr. Hinsdale, by Thomas Davidson, by Miss Blow, by Bishop Spalding, and by Dr. Harris which illustrate my meaning. Even the purely literary critic, accustomed to scorn the study of education, or perhaps of anything except the speedy removal of one impression by another, will not hesitate to call this group of books remarkable. They are so remarkable that two decades ago they would have been impossible. Each book reflects the peculiar genius of its writer; taken together they give us a true picture of the forces and ideals which are moving our educational scholarship and grappling with our educational problems. Nowhere in these books is there a note of pessimism or despair, nowhere is sounded the trumpet of revolution, nowhere is waved the red flag of anarchy. Neither human nature nor democratic institutions are given up for lost. All, on the contrary, are creative and hopeful, and all see a future full of promise. They have faith, and they impart it. . . . It is not accidental, by any means, that in the great cities of this country there is deep interest in questions of school organization and administration. This interest is a result in part of the newly aroused municipal conscience which is reproaching us for inefficient, disorderly administration of a city's business, and in part of the growing importance, financial as well as other, of education as a public servant. The tax-payer's curiosity as to how his money is spent reinforces the school reformer's demand that it may be spent solely for the wisest training of the city's children. So it happens that many of the great cities have made, or are making, history on this subject. It is important not to overlook the one point in which they are all in agreement, for it is not unusual to attempt to minimize the movement for city school reform by calling attention to the wide variations of the detailed plans proposed for city school organization. That one point of agreement is the demand for efficiency. When the democracy earnestly demands efficiency in its servants it has outgrown the swaddling clothes of theory, and is coming to years of discretion. But why is there such widespread inefficiency in public school administration? There is little or no actual dishonesty there; there is abundant earnestness; there is not a little skilled experience and special training. Only one answer is possible. The inefficiency is the result of the crystalization into a

system of traditions as to school government which are abreast neither of modern administrative machinery nor of the present condition of education itself. It is required nowadays that the machinery of education be simple, that power and discretion be definitely located, in order that responsibility may be promptly and justly fixed. It is required that legislative functions be sharply distinguished from executive, that matters needing professional knowledge and experience for their proper disposition be entrusted to professional hands, and that the pressure of party pull and private push be relieved in all possible ways by statutory provisions. The long, but successful, struggle to establish these conditions in New York, in the midst of great difficulties and against overwhelming odds, opened a new era. School reformers everywhere took courage, and there can be no question that the principles I have named will, before long, be established, no matter under what variety of detail, in every large city in the land."

To see ourselves as others see us is often an excellent tonic. Dr. Butler here affords us the opportunity:—"One cannot help being struck by the fact that the long delayed awakening of England to her educational duty and her educational opportunity is an accomplished fact. To begin with, it is important to know that we have now an authoritative book to turn to for accurate information regarding the organization of the many and diverse educational agencies which exist in England, and which puzzle so sorely the American student. This is Mr. Graham Balfour's 'Educational Systems of Great Britain and Ireland,' published during the year. I am most struck by the fact that the American college as now constituted, with its classical and its scientific courses side by side, is the type toward which there is a well developed movement in England, an easily recognizable one in France, and a noticeable, though as yet a blind and unorganized one, in Germany. This is the meaning of the municipal colleges which are rapidly increasing in strength in England, and attracting to themselves new sources of support. Of these, Owens College, Manchester, is the best equipped, but University College, Liverpool, claims attention, particularly in America, because of its brilliant efforts to work out the problem of an academic organization in close relation to the needs of a great modern municipality. For example, it is at University College, Liverpool, that the first higher school of commerce in Great Britain has been established. The new Midland University, to be established at Birmingham, largely through the efforts of Mr. Chamberlain, has already received a generous gift from Andrew Carnegie, and is to devote much attention to applied science and to commercial and technical subjects. Not much progress can be reported relative to the teaching University for London. The Statutory Commission is hard at work upon plans for it, and some sources of opposition to the scheme seem to be disappearing. Oxford and Cambridge are still institutions apart, with peculiar relations to the Church and to the class from which England's rulers have mainly been drawn. How long they will retain their prestige is, however, a matter of conjecture, for democracy is sweeping all before it in England, and the two older Universities have smiled neither upon it nor upon the new educational movement. It is not impossible that there will be a rude awakening for them one day. Meanwhile, they are sadly in need of funds, for the long period of agricultural depression has cut down their income very greatly. The movement to bring some order out of the chaos of secondary education, to fix standards, and to make provision for proper oversight, goes slowly but steadily on. The problems having their origin in secondary education are those which have most engaged the attention of students of education in England for some time past, and actual legislation is now at hand.

"The wisest observers are agreed that as to elementary education the outlook in England is anything but satisfactory. This is in large measure due to the fact that public opinion, when not wholly apathetic, is sorely divided as to a number of fundamental principles, which have long since established themselves securely in the United States. While it is true that large numbers of men and women in England are enthusiastic advocates of educational advance, yet it is also true that they have no formulated policy to urge, and that there are opposed to them not a few influential critics who doubt whether the work done in the elementary schools is in any true sense educational, and who believe that the nation cannot bear the crushing weight of the cost of making education universal and adequate."

The paper concludes thus: "It seems, on the whole, apparent that the year has been one not of change only, but of progress. The conviction of the importance of real educational organization, and the effort to attain it, are more widespread and more earnest. That questions of educational organization and administration should be everywhere most prominent just now is significant of the importance of the demand for efficiency and effectiveness, as well as of the readjustment of the entire educational scheme to the present needs and capacities of the public. These matters are as important in their way as topics touching education on the more philosophical side are in theirs. The conception of education as a process based on the history of civilization and making demands upon the whole power of the community, as well as upon the entire capacity of the child, is not now seriously challenged. This conception of education alone stands the test of both experience and philosophical scrutiny. It is the characteristic insight of the closing

years of the nineteenth century. It remains for the twentieth to apply it in all its fullness."

GERMANY.

The most notable event of the past few weeks in the educational world of Germany has been the unexpected, and, it would seem, not altogether voluntary, retirement of Dr. Bosse, who, for the last seven and a-half years, has presided over the destinies of Church and school in Prussia. More than once, rumour has whispered that ill-health had made the Minister anxious to be relieved of his duties; but, seeing that he had only recently completed a tour of inspection, and could now look forward to a fairly lengthy period of rest, there seemed to be no reason to apprehend so speedy a resignation.

The immediate cause cannot be ascribed to any difficulty arising out of the affairs of his own Department, but must be looked for in the general political crisis produced by the rejection of the Canal Bill, and in the awkward situation created by the impulsive dismissal of Prof. Irmer from his post as assistant in the Education Department, motivated as it was in Dr. Bosse's own minute by the adverse vote of his subordinate in the Prussian Diet. It has been hinted that the resignation of the Kultusminister was due to his disapproval of a "policy of persecution," but the fact that he was the first to put it into execution hardly bears this out; and the immediate dismissal scarcely seemed the act of a reluctant man forced to act against his better judgment.

A little reflection on the incidents of the past administration would reveal many signs of discontent. Changes in the direction of the Kultusministerium have not been infrequent. Dr. Bosse's immediate predecessor hardly held office for a year. His was the notable case in which the wisdom of the camp had been summoned to the council to lead the forces of reaction and denominationalism to assured success. But the victory did not come in the chamber of debate, and the soldier once more made way for the man of law, whose aim it has always been to secure, by the administrative means at his disposal, all that it was possible of the legislative proposals of Graf Zedlitz; and it must be admitted that a large measure of success has been obtained, and the Church party would, probably, not be loth to see the present state of affairs effectively secured by legal enactment. But it must not be assumed that Dr. Bosse has been a mere interpreter of ecclesiastical aspiration: he has had the real welfare of the school too much at heart to make the cause of Church and State identical, and at times he has found his Janus-like position as the responsible head of two organizations which occasionally have divergent interests by no means easy, nor have voices been lacking which urged the creation of a separate Education Department with Dr. Bosse at its head.

The Conservatives have naturally endorsed with their full approval the ecclesiastical policy of the Education Minister, but they were not so eager to belaud his efforts to improve the material prosperity of the school. In point of fact they considered that they were not sufficiently informed as to the effects the new law of two years ago, regulating teachers' salaries, would have on the purses of those who contributed to the support of the school. And the prospect of a new measure, promised for the next session of the Landtag, which should readjust in more equitable fashion the local burden of school maintenance, was altogether distasteful to them.

Financial measures of relief have loomed large in Dr. Bosse's legislation, but, though the improvement of the salaries of the clergy was gratefully accepted, there was a large party within the Church which was disappointed that Dr. Bosse had not succeeded in securing an adequate endowment which would obviate the necessity of annual Parliamentary grants, remove opportunities for partisan criticism, and secure to the Church the possibility of a freer development from within.

So far as the English newspapers have sought to explain this sudden Ministerial change, they have attributed it to Dr. Bosse's unfortunate interference in the affairs of the Universities. The prosecutions of Dr. Arons and Prof. Delbrück, ending as they did—the one in acquittal, the other in the imposition of a nominal punishment—hardly increased the Minister's prestige; and no doubt in the impending dispute between University and technical college the Universities might well be sceptical of the Minister's support; yet at the present juncture it would be crediting them with more political importance than they possess to set down Dr. Bosse's retirement to the *fiasco* of his University administration.

Nor can the storm raised by the circular as to corporal punishment in elementary schools be considered as in itself strong enough to endanger the position of any Minister so well regarded by his subordinates as Dr. Bosse was by the elementary teachers. The key to the whole situation is probably to be found in the attitude of the all-powerful Minister of Finance, Dr. Miguel. There were signs of a breach during the debate on the Bill providing for pensions and allowances for the widows and orphans of elementary teachers. There was the same struggle over the amounts to be defrayed by the central and local exchequers as was witnessed in the discussion of the Teachers' Salaries Bill in 1897. Dr. Bosse accepted an amendment which, in the opinion of the Minister of Finance, laid too great a burden on the central exchequer. However, the Bill passed both Houses in this form some

time ago, but it has not yet received the Royal Assent; and, from certain ominous rumours in Dr. Miguel's own organ, it seems hardly likely that it ever will.

But, whatever be the cause, Dr. Bosse's retirement is accompanied by the deep regret of the elementary-school teachers, who feel that they had in him a friend, who gave practical proof of his sympathy by personal intercourse with them. He has certainly done much to place the schools upon a better footing by weeding out the non-certificated teachers, and by the creation of a system of central building grants for poor communities. His successor is a jurist like himself, who was for a season in the Home Office, but who has had no experience of educational matters, except as a member of the Provincial Administration in Königsberg, and as Governor in Westphalia.

If the report be true that Dr. Arons has been chosen to succeed Prof. Röntgen, who has accepted a call to Würzburg, as Professor of Physics at Munich, the Prussian Ministry may be relieved of an unpleasant duty. It was a matter of common notoriety that the *Privatdozenten-gesetz* of last year was specially aimed at Dr. Arons. After a decent interval since the passing of the Act had been allowed to elapse, proceedings were instituted before the Faculty of Philosophy in Berlin, the Faculty being constituted under the measure the court of the first instance. About forty members of the Faculty were present, and the Dean presided. Prof. Schmoller acted as the introducer of the case, while one of the senior officials represented the Education Department, and Dr. Arons was defended by a well known Social Democratic barrister. Prof. Schmoller related how the question was first raised in 1895, when the Faculty warned Arons to abstain from such participation in political agitation as might give rise to misunderstanding; but, at the same time, they distinctly declared that the political opinions of a *Privatdozent* could not be made a ground for disciplinary measures. Before the present trial could take place, it was necessary to take the opinion of the Faculty; but, in spite of the fact that this was adverse to any further proceedings, the Government persisted in their course. But they only received another rebuff. After a four hours' hearing and a discussion lasting two hours and a half, the Faculty decided that adhesion to the Social Democratic party was in itself no ground for withdrawing the *venia docendi*. The Government representative immediately gave notice of appeal, which comes before the "Cabinet"; but, if the statement of Dr. Arons' preference is confirmed, the prosecution will probably fall to the ground.

One of the last measures of Dr. Bosse was to regulate the infliction of corporal punishment in elementary schools. Hitherto every teacher has been allowed to inflict it according to his judgment, and it is not asserted that there has been any general abuse of this privilege; one or two isolated cases of excessive punishment have recently occurred, but they seemed to the teachers hardly to justify the wholesale withdrawal of the right to employ this method of punishment. By the circular complained of no teacher was allowed to cane a child without first reporting the case to the head teacher, or, if there were none, to the local inspector. Many of the local authorities have delayed to give official notice of this circular, believing it under present circumstances to be detrimental to the true interest of the schools, since the age cries for sharp discipline. The teachers are not enamoured of the rule of the rod, but, if they are to dispense with it, demand conditions which will allow their personality to reach its proper effect, and remind the Government that there are still 17,165 overcrowded classes, with 1,400,000 children, and 12,570 classes which have no regular teacher of their own.

This autumn has also seen the decline of another educational reputation. Prof. Schiller, of Giessen, widely known through his text-book on Pedagogy, and high official in the Hessian Education Department, has been relieved of the latter post, for a too free criticism of the system of education in Hesse in the pages of the democratic *Frankfurter Zeitung*.

IN order to make proper provision for the special training of teachers (both for those who enter the Day Training College with a view to work in primary schools and also for those who intend to teach in secondary schools) the Council of the Owens College has recently instituted a Professorship of the Theory, Art, and Practice of Education. The Professor will have a seat on the Senate of the College and on the Board of Studies of the Victoria University. An assistant and the mistress of method in the Women's College will be associated with the Professor in the work of the department. The new chair has been offered to and accepted by Mr. H. L. Withers, now Principal of the Borough Road Training College at Isleworth. Mr. Withers was elected to a classical scholarship at Balliol College, Oxford, in 1882 and obtained a first class in Classics both in Moderations and in the Final Honours School. He was then for some time an assistant-master at the Manchester Grammar School and afterwards at Clifton College, and has been an examiner under the Oxford and Cambridge Schools Examination Board. Since 1893 he has held the office of Principal of the Borough Road Training College. Mr. Withers's experience should make him peculiarly fit for the post.

PRIZE COMPETITIONS.

The Translation Prize for September is awarded to "Stuttgart."

A tous il accolait de ces basses anecdotes comme il s'en colporte par milliers à Paris, dans ce petit monde enfantinement cruel des débutants littéraires. Je le laissais aller avec une profonde tristesse; non que j'attache une importance extrême à ces sévérités des nouveaux venus pour leurs aînés, dont je suis déjà. Elles ont existé de tout temps, et elles ont leur valeur bienfaisante: c'est le sarcasme de Méphistophélès qui contraint Faust à travailler. Mais je devinais sous cette espèce de dureté par laquelle il s'imaginait peut-être me plaire, en critiquant mes confrères—le pauvre enfant!—une souffrance réelle. J'y retrouvais surtout cette excessive fureur d'orgueil prématuré propre à notre âge—j'entends dans le monde de ceux qui pensent. Car autrefois la dureté des ambitions était pareille, seulement elle sévissait moins chez les lettrés. Aujourd'hui que l'universelle nivellement donne à l'artiste connu une situation plus brillante, au moins en apparence, les lettres apparaissent à beaucoup comme une chance de fortune rapide. Ils les abordent donc, comme d'autres entrent à la Bourse, exactement pour les mêmes motifs. Il y a pourtant une différence. Le "féroce" de la coulisse ou de la remise se sait un homme d'argent. Le "féroce" de lettres prend volontiers sa fièvre de parvenir pour une fièvre d'apostolat. Cela fait, vers quarante ans, si le succès n'est pas venu, des âmes terribles où les passions les plus douloureuses et les plus viles saignent à la fois. On l'a trop vu parmi certains écrivains de la Commune. Tout en écoutant discourir ce jeune homme, je sentais percer en lui le réfractaire enragé pauvre; mais c'était un réfractaire à la date du jour et de l'heure. Il s'était gardé à carreau par un fond de prudence bourgeoise et aussi par un goût de la haute culture qui eût dû le sauver, qui le sauverait peut-être.

By "STUTTGART."

He fitted each name with its own ugly story—a thousand and one of which are ever floating about Paris in that world of childish spite and cruelty peopled by the aspirants to literary fame. I let him have his say, but it was with a heavy heart. Not that I attach undue importance to these strictures of new-comers on their seniors, to whose ranks I already belong; such judgments have been passed in every age, and they have their uses—they are like the keen sarcasm of Mephistophélès goading Faust on to work. But, beneath this harshness by which—poor boy!—he may have thought to please me by criticizing my compeers, I divined the existence of a very real ache. I recognized especially that madness of premature pride which belongs to our day—I mean in the world of thinking people. In former times there was the same hard-hearted rivalry of ambitions; only it had less scope amongst literary men. Now that a universal levelling process has had the effect—at least outwardly—of placing men who distinguish themselves in art and literature in a more brilliant position than hitherto, the way of letters seems to many a short cut to fame and fortune. So they enter upon it as others launch into Stock Exchange dealings, and from exactly the same motives. Only there is this difference: the "bulls" and "bears" of the money-market know themselves to be mammon worshippers, whereas the speculators in the arena of letters deludes himself into mistaking his fever of "getting-on" for the fiery zeal of an apostleship. And the fruit of this delusion—if, at forty, success has not come—is seen in the ghastly spectacle of a soul where the most agonizing and the vilest passions lie bleeding together. There were too many instances of it amongst the writers of the Commune. As I listened to this youth's harangue I could hear, now and again, breaking through it, the note of the revolutionist rendered desperate by poverty; only it was an up-to-date revolutionist. He had been kept straight so far by a substratum of middle-class common sense, and also by a certain artistic taste which should have been the saving of him, and might, perhaps, be so yet.

We classify the 108 versions received as follows:—

First Class.—E.H.O., Cynicht, A.T., 100,000, Nectarine, Fog, Lydia Prima, Stuttgart.

Second Class.—Merrybent, Franceska, R.B.P., Sigma, Espérance, Escualden, Chingleput, Crab, Dormouse, Porphyria, Cheltenham, Sloe, Greta Bridge, Vlaamsche Meisje, Sirach, Dr. Dee, E.M.W., Edass, Glenleigh, Pittchen, Hercules, Limousine, Borealis, Berwyn, Peashooter, Christina, Gorey, E.U.M., Apathy, Ave, Atlas, Cruelle Enigma, Telmic, 2x, Alle, Gefängnis, Una.

Third Class.—E.M.P., Borcovicus, Felicia, J.B.B., Ionica, L'homme qui rit, T. Cory, Spavin, Stedye, M.A.M., Scaevola, E. Becker, Tallylyn, Brix, Scissors, Shepherdess, Gerry, I.S.H.A., Arbor Vale, Uriah Heap, Shark, W.S.M., Hennock, Edelweis, Garde Bien, Chauvel, Little Monk, Peterite, Eés.

Fourth Class.—M.N., E.F.S., Jeune Anglaise, Felis, Finetta, Echo, Daphne, La Féroce, Lydia Wright, E. Lucien Faber, H.M.M., Edelweiss.

(Continued on page 668.)

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M. Léon Delbos maintains, in the current number of the *Modern Language Quarterly*, that very few of the vast majority of English people who have learnt French, and fancy they know the language, are capable of understanding a modern French novel, and we must confess that this month's translations bear out his indictment. It is true we picked out perhaps the hardest paragraph; but "Le Crime" is an easier novel than the average.

"With every famous name he coupled some piece of slander, one of the innumerable stories which circulate in Paris among the small clique of literary aspirants, who display all the careless cruelty of children." A slight amplification is almost necessary to round the sentence. *Sévérités*, "strictures"; *dureté*, "cynicism"; *excessive fureur*, &c., "ebullition of precocious pride which marks our age." *La dureté des ambitions*, "ambition was no less hard and cynical." *L'artiste*, "the man of art or letters"; "artist" and "artiste" have both more restricted meanings in English. *Le "féroce" de la coulisse*, &c., "the devotee of Capel Court or Lombard Street knows he is a money-grabber; the devotee of Grub Street, &c." *La coulisse*, properly "the outside brokers" (for full explanation see p. 670); *la remise*, "commission agency." "The plunger" (a favourite rendering) is quite wide of the mark—*fureur* is simply "mad pursuit," "infatuation." "Bulls and bears" is equally out of place. *Prend volontiers*, &c., "fondly imagines he has a special mission when he is actuated solely by selfish ambition." *Des âmes terribles*, &c., "the ghastly spectacle of incurables, a prey to passions at once the vilest and most agonizing." *Le réfractaire enragé pauvre*, "the wild rebel who kicks against the pricks of poverty." *Il s'était gardé à carreau*, "he had not parted with all his trumps, he still kept a winning card."

The "bulls and bears" of the Prize version is pardonable, but "lie bleeding together" is wholly inadequate. "Unsatisfied passions are the vampires which suck the life-blood," or, if you will, "the cancer which saps the heart." "E. H. O." was a good second, but "the painfulest and unworthiest passions constitute a simultaneous drain" was a fatal bar.

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We hope to publish next month a selection of the prize translations.

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Was giving too little and asking too much";
But double-Dutch quite are the ways of Oom Paul,
Who plays for a realm and stakes nothing at all. Bos.

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The Kaiser caps to you: *Ein Kruger!*
Well, take your due; we're not so eager
To "modify," and rime *Betrüger*:
If there's no *Umlaut* to your name,
There's plenty of it in your game:
Your maxim is "Delays give strength";*
But they "are dangerous" at length:
Climb down; or find, when all is done,
The upshot in a Maxim gun. ULTIMATUM.

Don't think, whatever you may hear,
That Kruger is a fool:
What he is working for, 'tis clear,
Is nothing but Oom-Rule. RANDANDO.

* Ovid, "De Remedio Amoris," line 83.

(Continued on page 670.)

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Es gibt reine und schöne Intelligenzen in Naturen von zweifelhafter Mischung; es gibt feste Ueberzeugungen bei Charakteren, deren Naturbestimmtheit eine schwankende, schwächliche, oft unedle ist. Den nächsten Zwecken huldigend, in der Verwirrung des Augenblicks der kleinlichen Neigung folgend, gerathen sie in Widerspruch mit jenen Ideen, die ihrer frei schaffenden Intelligenz als das erstrebenswerthe Ziel eines ganzen Lebens erscheinen. Vielleicht liegt hierin der Schlüssel zu Robespierre's Wesen; die grosse Macht, die er ausübte, ist aber zugleich in dem Edeln und Verwerflichen zu suchen, in der begeistertsten Hingebung an die Ideen und in der fanatischen Verfolgung

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"La remise" (il n'est pas question, je le suppose bien, de "remittance" ni de "discount" ici) pour moi veut dire "l'ensemble des remisiers" comme la coulisse des coulissiers. Strictement parlant, un remisier veut dire "un commis d'agent de change qui apporte des affaires à la change et reçoit une remise." Le terme s'emploie aussi très fréquemment à Londres pour signifier une personne—commis ou non—qui apporte des affaires à une maison de stockbrokers, enfin un "agent," moyennant une remise (ou une part du courtage que paie le client à ladite maison).

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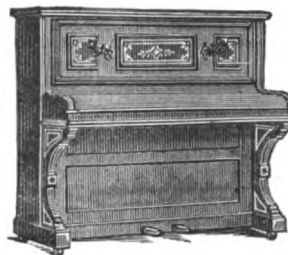
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SUCCESSSES.

LONDON MATRIC., 1892-98: 58.
INTER. ARTS AND SCIENCE AND PREL. SCI., 1892-1898: 85, 5 IN HONOURS. INTER. ARTS AND SCIENCE, 1899: 10. FIRST M.B., I. B.A., 1891-8: 24, 5 HONOURS. B.Sc., 3. B.A., 1897: 5, 1 IN HONOURS.

SCIENCE SCHOLARSHIPS: Guy's, 1892, Westminster, 1894 and 1896.

OXFORD & CAMBRIDGE ENTRANCE: 12. OXFORD CLASSICAL SCHOLARSHIP: 1.

INDIAN CIVIL: 1. ROYAL UNIVERSITY: 80. MEDICAL PRELIMINARY: 75.

DORECK SCHOLARSHIP, 1895 and 1896. LEGAL PRELIMINARY, FIRST JOINT EXAMINATION: 25.

HONOURS MATRIC., JUNE: 1. M.A. CLASSICS, 1898 and 1899: 2. B.A. and B.Sc., 1898: 11. MATRIC., 1899: 5.

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(See also Advertisement on front page.)

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OCCASIONAL NOTES.

IF the Duke of Devonshire gives a word of educational encouragement in one place, he is careful soon to supply the antidote. Speaking at New Mills, he referred, with some complacency, to his success in establishing a Board of Education; but he refrained from hinting at the work this new Department, with its responsible Minister, might do "until he knew what might be the resources at command." This must be interpreted to mean the amount of Treasury grant that the Board will handle. To no small extent the Duke's influence will help in deciding whether this grant be large or small. A Minister of Education would naturally wish the sum to be as liberal as Parliament would vote; and yet we have the Duke, at Sheffield, saying that the present time was not favourable for making demands upon the Chancellor of the Exchequer "for further expenditure upon education, which expenditure was already certainly enormous, if not excessive." As there is absolutely no prospect of cutting down the expenses of elementary education, which, indeed, are bound automatically to increase, this must mean that the secondary branch of the Department is intended, in some way or other, to be self-supporting. Yet it is obvious that the work of organizing secondary schools, to say nothing of extension, cannot be effectively carried on without a considerable increase of expenditure. The prospect is not cheerful.

IN reference to the working of the Board of Education, the Duke recognized the need of suitable Local Authorities. He thought the difficulties in the way of the establishment of these had of recent days greatly lessened. He thought it possible that a Bill creating Local Authorities might be brought in even in the next Session, as the subject did not threaten any longer to be a contentious one. He went on to pat the Derbyshire County Council on the back, and thought that since the Technical Education Committee of that authority was now recognized under Clause VII. of the "Science and Art Directory," and since it had esta-

blished intimate relations with the many endowed and unendowed schools of the county, in that locality, at any rate, they had more than the germ—they had the nucleus—of a satisfactory educational authority. With these words we are more in agreement than are several of our contemporaries. And if, as one paper phrases it, the Duke has let the cat out of the bag with regard to the final object of the much-discussed Clause VII., it can only be that the time has come to make it clear to School Boards that they will not be the nucleus of, nor the preponderating element upon, the County Authority, although they will certainly have a fair proportion of representatives.

WITH two other points, one in each of the Duke's two recent speeches, we find ourselves in complete accord. The first relates to pupil-teachers. A distinction must be made between those who work in rural schools, and are in consequence in close touch with the head teacher, seeing all his methods and getting from him individual tuition after school hours, and those in large towns who attend pupil-teacher centres where the instruction "is everything that can be desired." The first may have some greater advantage of apprenticeship, but he cannot be expected to pass the same examination as his more fortunate brother. So long as the system exists the rural pupil-teacher must be at a disadvantage as regards actual knowledge. For the time is, perhaps, not yet ripe to discuss the possibility of boarding scholarships to the local grammar school or pupil-teacher centre. The other point we have often spoken of in these columns. We quote the Duke's exact words. They are important:—"No really useful practical instruction in any of the special branches of science can be provided unless the students go to the course prepared with a mental training and discipline which can be obtained only from a more or less complete secondary education of a general, and not of a special, character." Will those who are drawing up syllabuses for commercial and technical schools weigh those words?

THE LORD CHANCELLOR has appointed to the valuable City living of St. Stephen, Walbrook, the Rev. R. S. de Courcy Laffan, late Headmaster of Cheltenham.—The announcement suggests two obvious reflections. What a compliment to the teaching profession that its failures should be sure of promotion in another profession! And how sore the parsons must be (if their minds were not set on higher things) who have worked all their lives in the slums to see an outsider promoted over their heads! We hope that Mr. Laffan will not take this as any personal reflection on himself. No doubt that at Cheltenham he was a man more sinned against than sinning.

THE London School Board is by no means crushed by the surcharges of the auditor. Mr. Macnamara had discovered that, out of seventy-two cases which the auditor had surcharged, the Local Government Board itself had "upset eighteen." With regard to the remainder, the School Board decided "to submit to the Queen's Bench Division of the High Court of Justice for judicial decision all or any of the above cases," as the General Purposes Committee may deem desirable. At the same meeting an estimate for the erection of a new higher-grade school at Hackney was passed, in spite of the opposition of those members who were willing to submit to the auditor's curb. We cannot be surprised at this action, for it is an undoubted fact that successive Vice-Presidents have for years past congratulated School Boards on their public spirit in building higher-grade schools. At the same time the "new fact" has been introduced. There is now the County Council doing similar

work. Waste of money must ensue. We could wish that the London School Board would be content to let the Technical Education Board work unfettered in the secondary sphere. This is clearly not possible in their present temper; and the future decision respecting these surcharges cannot fail to be of very great importance.

MR. MACNAMARA, always to the fore in the London School Board, had on the agenda of the last meeting a motion—which was carried—containing matter of great possible importance. If the Board continues its policy of building higher-grade schools, these schools will, for the sake of earning the departmental grant, become schools of science. The same conditions hold in many parts of the country. The scheme of a school of science is, in our opinion, a good one; but it is by no means the only sort of school that should exist. It is an anomaly that the temptation should be held out to impoverished schools to adopt a certain curriculum as the only means of getting a grant, and not because that curriculum is best for the particular class of boy attending the school. With the general regulations of the Department and with their scheme of inspection we are in cordial agreement. Our only contention is that the Department should—and, we hope, will—recognize as deserving of a grant other curricula than those of schools of science. The School Board thinks the same, as witness Mr. Macnamara's resolution:

That the School Management Committee be instructed to submit to the Board a letter applying to the Education Department for recognition of various schemes of education other than that of schools of science for scholars beyond Standard VII., with suitable grant.

THE National Union of Teachers, in defence of one of its members, has taken a bold resolution. Our readers may remember that some time ago the Headmaster of the Holy Trinity Schools, Richmond, was dismissed on what seemed to the Union insufficient grounds. As a protest, and as a temporary expedient, it was decided to establish the dismissed Headmaster in the best building that could be procured at a moment's notice. Here Mr. Whittaker has carried on a large and successful school. In the meantime meetings and conferences were held, and every reasonable effort was made on both sides to heal the breach—but without success. The Union has now decided to build a school for Mr. Whittaker, and we may be sure that the new buildings (to hold upwards of three hundred scholars) will contain all the latest improvements, and that the staff will be treated with the liberality that the Union is constantly urging on managers. It is a curious position. A society of teachers builds and finances a school to support an ill-used member. The inhabitants of Richmond are congratulating themselves that the inadequate supply of school places is now made good, with no effort on their parts, and that the threatened School Board is averted. But the members of the N.U.T. will feel that they belong to an association strong enough and willing to support its members in difficulties.

THE principal value of a concordat is to produce concord. The Manchester Corporation, being largely composed of strenuous politicians, declined to believe in Clause VII. This, they maintained, constituted a wicked usurpation of the powers of Parliament by a small Government Department. Hence they entered into a concordat with the School Board to bring about all the valuable harmonizing results of the clause without any of its malignant coercive powers. The astute Dean, Chairman of the School Board, was, of course, willing, and the Department was sent empty away. The basis of the arrangement was

for the Corporation to do the technology, with its preparatory science work, and to run the School of Art; while the School Board took over the commercial work with as much science and art as it considered subsidiary or necessary to the department. The secondary schools were not considered by either party worthy of inclusion in the agreement. Owens College also was left out in the cold; hence the trouble. This college receives, practically unconditionally, large grants from the Corporation and otherwise. Hence, a few weeks ago, it seemed to its governing body that a School Board could not cover the whole commercial education field. With an eye to what the new London University proposes, it developed, with success, a scheme for higher commercial teaching. The remonstrances of the concordat parties were in vain, and it was gently suggested that they had exceeded their powers in signing away a branch of higher teaching which belonged to neither. Now the School Board higher-grade commercial teachers are bemoaning a truncated curriculum and lost pupils, and the neighbouring municipalities, entering into alliance with the college, and being safeguarded at home by the working of the obnoxious clause, are laughing not always in their sleeves—which shows that when lions lie down with lambs they should take care that the tiger has also been consulted, or they may lose their innocent companions.

IT is a significant sign of the times to notice, as we have done month by month, the very large measure of support given by public speakers of weight to our contention that technical education is the narrowing coping-stone built on the sound foundation of a general secondary education. In too many cases the harm is already done, and well meant efforts are made by well meaning people to turn out scientific experts at the age of sixteen. The Lord President of the Council combated this view at Sheffield. Sir Andrew Noble was no less emphatic in his address delivered to students at the Central Technical College. To him at least business men and "hard-headed" men of science will listen, if they will not give ear to the professional expert. Sir Andrew spoke of the necessity of acquiring a sound general education before special work was attacked. In words that almost sound like an echo of our own he went on to say that "in nine cases out of ten any knowledge acquired by a boy before he was sixteen could have but a slight intrinsic value. Up to that age it was not what he learnt that they had to look at, but how he learnt; it was habits of discipline, of mental application, of power in attacking a subject, that were valuable." In other words, up to the age of sixteen a boy learns how to learn.

AN important body, styling itself the Agricultural Education Committee, held its first meeting last month in the Hall of the Society of Arts. Mr. Henry Hobhouse acts as secretary, and the meeting was the result of a letter of his to the *Times* last August, in which he pointed out the admitted defects of rural education and asked for support in forming a committee which should bring pressure to bear in the proper quarters to remedy the evil. Sir William Hart Dyke presided, and three resolutions were passed. The first only asked the Board of Education to deal with the matter. The second demanded that suitable provision should be made in training colleges for giving instruction in agriculture and horticulture. The third asked that instruction in these subjects should be made compulsory in rural elementary schools. We have often admitted the defects of the education given in many village schools. It is too bookish. We hope this Committee will, at any rate, succeed in making rural managers realize that according

to the existing Code great latitude is allowed them—a latitude, as Mr. Sharpe assures us, of which advantage is rarely taken. It would, on the other hand, be laughable if this Committee were to think that actual knowledge useful to the future ploughman, as such, can be given while he is under twelve years of age.

ARCHDEACON WILSON is both a man of science and a divine. Which side does he take in the standing battle of denominational teaching? From the two sermons preached before the British Association (Macmillan), it is not easy to tell on which side he should be ranged. On the one hand, he holds “the absolute need of the maintaining and teaching of formulated or dogmatic truth by those who believe it.” On the other, he holds no less strongly “that the essence of truth may be found below the formulæ of all our denominations, and is common to them, and may therefore be called undenominational.” This is, indeed, a Janus-faced oracle, which will not afford much guidance to the new Board of Education. If, however, it is granted that the essential truth is common to all creeds, it would seem a sound inference that, the less we insist on the distinctive formulæ of different sects, the nearer we shall approximate to the substance of truth, the more catholic and scientific will be our religious teaching. If theology is a progressive science, the *scientia scientiarum*, as Archdeacon Wilson contends, it ought assuredly, as he suggests, to form a section of the British Association; but the smile that this part of his discourse raised can hardly be set down as the grin wherewith coxcombs vanquish Berkeley.

IN Mr. Lecky’s “Map of Life” education, which to us professionals appears a vast continent, figures only as a few scattered islands. Among the influences that may modify the mental and moral characteristics with which man comes into the world, the third and last is “the power of education and private study to develop, sharpen, and employ to the best advantage our intellectual faculties.” We wonder whether Mr. Lecky can ever have heard of Herbart. But when he incidentally discusses a practical problem of the day Mr. Lecky shows the calm judgment of a philosopher. After canvassing the *pros* and *cons* of denominational education, he decides in favour of a Catholic University for Ireland, on the ground that it is what the Catholics of Ireland want, and that it is better to give them a higher education which is distorted and priest-ridden than that they should go with no education at all.

THE Teachers’ Guild is now prepared to start a friendly society for its members, or for other teachers who may be introduced by members. The tables of contributions have been worked out on sound actuarial principles, and the charges are the lowest that can be made by a sound society. The advantages of the society are so obvious for teachers who depend on their salaries that it is with no little surprise we learn that up to now only about seventy members have stated their wish to join. The only argument we hear advanced against the scheme is this: in case a teacher is fortunate enough to go through life with no illness or accident serious enough to enforce absence from school, the contributions paid are lost to that member. But it is so with all accident and friendly societies. And we should expect the feeling of satisfaction that money would come in to provide a substitute in case of necessity would more than outweigh the trifling annual payments. If the efforts of those who have worked to elaborate this scheme are not to be lost, members must at once signify their desire to join.

IN the *Educational Review* for October Prof. Sully joins issue with Mrs. Bryant on a fundamental point of moral teaching. A teacher, Mrs. Bryant had said, in order to impress the lesson of unselfishness, should appeal to a child’s reason, should point out to him that the happiness of a brother or sister is as important as his own. No, says Prof. Sully, a child does not, or will not, reason; we must appeal to instinct, to that categorical imperative which is deeper than reason and independent of utilitarian considerations. “Non nostrum est tantas componere lites”; but we may point out that Prof. Sully is considering mainly children of four or five, and Mrs. Bryant schoolgirls of thirteen or upwards. We may further remark that the fact that some of the “new women” who devote themselves to social causes are actuated by self-seeking motives does not prove that the majority of them embrace a public career as a pretext for neglecting home duties, or fail to find their ideal of self-realization in the sphere of common action for the common weal.

THERE are some obscurities in the article which, we confess, baffle us. What is “the new and interesting experiment in secondary education” which shows that “boys from well-to-do families very soon get over their gentlemanly prejudice to boot-blackening”? Wherein does it differ from the old fagging system of Winchester or Harrow, which enjoined still more menial tasks? And what is meant by “the stern figure, even though it should be accredited as an envoy from the Supreme Ruler, was found to plead for humanity”? Can this be a paraphrase of “Stern daughter of the voice of God”?

WE gladly accede to the request of Mr. W. K. Hill, the editor of the *Educational Review*, to make known a memorial drawn up by himself and Mr. Foat, of the City of London School, to be presented by members of Convocation to the Statutory Commissioners of the University of London. The petitioners ask for a separate Faculty and a degree in Education in the new University. An amendment to this effect was proposed in Convocation on October 16 by Mr. Hill, and defeated. The only course therefore left for the minority was to avail themselves of a clause in the University Act which requires the Statutory Commissioners to consider any recommendation made by not less than fifty members of Convocation. Pedagogics, we hold, should be a post-graduate study, and we should therefore be sorry to see a B.A. Education degree granted; but, with this proviso, we heartily support the movement. Members desirous of signing should apply for forms to W. K. Hill, Esq., 36 Bickerton Road, Junction Road, N.;

LAST month we published the Rev. Edmonds-Jones’ story of his dismissal from Oundle School, with a *caveat* that it was an *ex-parte* statement, and we deferred pronouncing any judgment before we had heard the other side of the case. It would be rash to assume, because no word of explanation or contradiction has reached us, that judgment goes by default, but “the story of a resignation,” which Mr. Jones’s letter has provoked, can hardly be passed by in silence. Either two clergymen of repute have conspired to invent a malicious, slanderous story in prosecution of a personal *vendetta*, or a headmaster has grossly abused the autocratic powers committed to him by his governing body. If the headmaster refuses to take up such a challenge, only one inference is possible. We should be sorry to be compelled to draw it.

TECHNICAL EDUCATION.

THE Agricultural Education Committee, which has been brought into existence under most distinguished auspices, is animated, no doubt, by the best of intentions. But, if the proceedings of its first general meeting give the index of its policy, these intentions are to be realized by dubious methods. The agricultural interest is not, as a rule, credited with unqualified zeal for educational enterprise. The watchword it is supposed to favour runs: "Spare the rate and spoil the child." It is, doubtless, an exaggeration to say that up and down the country farmers have conspired to keep the standard of elementary education as low as possible, but it is no exaggeration to describe as nonsense the assumption that the meagre elements acquired by children in rural schools unsettle them for rural employments.

It appears to be one of the objects of the Agricultural Education Committee to attempt to solve an economic problem by means of the schoolmaster. The organization of labour in nearly every department of industry, except that of agriculture, has profoundly influenced the lot of the labourer. It has secured to men without capital a voice in determining the rate of wages, the hours of work, and the conditions of employment. The attractions of life in the country are numerous, but they are insufficient to compensate for low wages, long hours, and lack of leisure. Consequently increasing difficulty is experienced in keeping the workers on the land. The difficulty is recognized, but landowners and farmers decline to admit the operation of economic forces. And consequently, it appears, a condition of affairs which is obviously one of the results of the industrial revolution is ascribed to the shortcomings of the schools. "Is the education given," asked Sir William Hart Dyke, "of that particular type which will lure the children to remain in rural districts?"

AFTER agreeing that in the organization of the Board of Education due regard should be paid to the interests of agricultural instruction, it was proposed that "proper provision should at once be made at certain of the teachers' training colleges for giving those who desire it both theoretical and practical instruction in subjects bearing on agriculture and horticulture." If teachers were Civil servants, and could be detailed to pursue their profession at such places as a Central Authority might determine, something could be said for the idea, and teachers might be trained with a view to the varying requirements of different localities. Those destined for the mining districts could devote some attention to theoretical and practical instruction bearing on coal-hewing; the future pedagogue of the fishing village could study marine biology and the scientific principles of the preservation of bait. But, as things are, it is surely a sufficient demand to make on the training college that it should produce, not technical experts, but efficient teachers; and, if the training college does its work, it will send out men and women capable of adapting themselves and their schools to the conditions of the locality in which they follow their profession.

SIR JOHN E. DORINGTON, Bart., M.P., who proposed this resolution, was under the misapprehension that teachers were not so willing as they ought to be to compete for vacant appointments in rural schools, because their course of training had not enlisted their interest in agricultural possibilities. The sanguine Baronet also drew an alluring picture of the babes and sucklings duly instructed in the principles of agriculture improving the minds and correcting the practice of their astonished parents.

BUT for the arduous and unattractive industry of mining, for instance, little difficulty is experienced in obtaining sufficient labour without teaching subjects bearing on coal winning. The reason is obvious. As Prof. Wm. Somerville said at the meeting, "I am quite sure that the greatest incentive to migration of labourers from the country to the town is the prospect of higher wages; and undoubtedly a good steady workman does obtain higher nominal and actual remuneration in the town than in the country. It is sometimes said that agriculture cannot afford to pay a higher rate of wages; but this, it is evident, is no answer to the question. It is now pretty certain that, if labourers are to be retained on the land, it can only be by giving them as high remuneration, in the form of wages or otherwise, as they receive elsewhere, combined with as short a working day and as liberal an allowance of holiday. The land that cannot stand an increased expenditure on labour must go out of tillage cultivation, and the better class of land only will be kept under a regular rotation of crops. Many farmers with whom I have discussed the subject maintain that it would have been well for the country if this fact had been recognized sooner, and that it would have been easier to have kept the best labourers on the land than to bring them back to it now they are gone."

A RESOLUTION in natural sequence to that of proposing the technical instruction of teachers was moved by Sir John Lubbock.

It was to the effect that instruction in certain branches of natural science should be obligatory in rural schools. It is sufficient to say that it was possible to agree with what Sir John said, without approving the intention of the resolution. Throughout the meeting there was only one notable protest, or, perhaps, appeal, for further deliberation on the educational aspects of the questions discussed. This was from Principal Boddington, who appeared to be the only speaker present with a definite appreciation of the principles involved.

"IN every shape or form, the idea of stunting the life aims of little boys and girls, and of artificially dwarfing what would otherwise have been their intellectual stature, seems to me to be a violation of the fundamental principles of Christian liberty." This quotation is from an admirable address delivered by Mr. M. E. Sadler, at a gathering of those interested in technical education, at Howick, in Northumberland, a few weeks ago. On September 27 Mr. Sadler also gave a stimulating address to the students of the Manchester Technical Instruction Committee and the Manchester School Board. Mr. Sadler lifts the consideration of difficult problems to a plane where, in their better moments, all "the professors" are in agreement, and he illuminates whatever he discusses.

CHILDHOOD'S THREE AGES.

By FLORENCE CLEMENT PARSONS.

I.

HOW do thoughts shape themselves in the young child? How from his first dim, blinking perceptions does he hour by hour add to his outfit, and so, on and on, till he attains the respectable mental kit of average maturity? When one looks at the newly born one is overwhelmed by the consciousness of what difficulties, what adjustments lie ahead of the toothless creature. Thus far, his objective world is only a blurred brightness, with first one object, then another, intermittently shooting through the haze into his focal zone. It will be long before he arrives even at correct perception—which is only the preparation for correct knowing and thinking—and even correct perception he will not arrive at unless we help to clear his way to it. Quantitatively, everything comes with the passing of a few years, more or fewer, but qualitatively, not so inevitably.

Others besides the present writer must have observed how frequently the so-called "queerness" of little children is remarked on by parents compared with their impressionableness, really far more noteworthy. Some people are so given to disjointed wonderment at what emanates from their children's "queer little brains" that, hearing such words, one might almost think the children were adult and alien brownies, found amusing by kindly human neighbours, instead of being what they are to them. It must, I think, be admitted that the majority of parents neither feel nor evince enough painstaking sympathy with the earlier stages of their child's brain-building. They often seem deaf and blind to his difficulties over evolving correct initial perceptions.

With a view to finding something like an average age at which memory becomes sequent and conscious, it would be an interesting experiment for a score of unrelated persons to compare notes as to their earliest distinct recollection. Looking back through my own "scrap-book" I am extremely clear as to my second earliest memory—I was four and a quarter, and the occasion was my little sister's christening. That this recollection is personal, and not delusively built on hearsay, is proved to me by the fact that I remember the entire appearance and details of everything both at the christening and the christening party. But a still earlier positive memory gives me a glimpse of a little girl—myself—only just four years old, who crosses Queen's Bridge at Cambridge. This memory-picture chiefly connects itself with the image of a pink silk parasol I was gloriously carrying. I mention it second, because, as a memory, it is so very slight, though extremely distinct; but every incident of the christening day I remember perfectly.

A young child learns life, of course, through each one of his five senses; but it is in his conquest of a roughly serviceable language, in his manifest struggle to combine ideas, to express emphasis, elaboration, modification, that his process of brain-building most readily becomes observable. I will venture to quote some illustrations from a note-book hitherto unpublished.

A little girl aged three and a quarter brings a plate of grapes into her mother's dressing-room. "Isn't this a lot?" she says; "... but I've got the lottest." Her arbitrary employment of inflexion gives us a quite thrilling insight into the fluidity of childish notions regarding "the parts of speech." The indefiniteness of children's sense of prepositions is evinced by the same little girl, who calls from her bedroom: "Give me a picture to have in bed!" "Which picture, dear?" "The picture you gave me when I came home of *Nancy's*." The exertion of the ellipsis in *Nancy's* for *Nancy's house* is too much for Three-and-a-quarter, and she blunders into a preposition similar to, but oddly different from, the correct one. The same child at three and a quarter has caught with precision the import of the somewhat mature adverb, *still*. Making a category of dolls, she says: "I think this one is prettier *still*." "I think there's *still* one to come." *Never* is a word she finds so unmanageable that she avoids it. Regarding an india-rubber mask off a cracker she observes: "I *didn't* see a man like that," meaning "I *never* saw a man like that." She has grasped the sense of the word *rather*, but misapplies it according to grown-up usage. She does not want to have milk for supper. "I would *rather* like bov'il," she says, meaning she would prefer bovril.

Many parents will have noticed how arduous children find words which are akin in sound though not in meaning. On a thick November morning the three-year-old says: "Oh, isn't it *froggy*?" Returning from her kindergarten class—as to the proceedings at which she is as reticent as in the matter of grace and prayers, being only to be drawn on this subject at home by a pretence of "school" among the dolls—she replies to her mother's vicarious inquiry: "Well, dolly, and do you do brush-work?"—"We don't do any *shudding*." Where Three-years-old picked up the notion of shading as a feature of fine art nobody knows. Early childhood is above all things inscrutable.

It is evident that young children ponder over words. A child of four and a quarter loses her flower-basket in the fields and her mother buys a substitute. The child says meditatively: "I like this basket; it's bigger than the other one." "It was cheaper, dear." "*Cheap!*" "*Cheap*" is a funny name. "*Cheap*" is something like 'sheep,' isn't it?" Frequently a child's entanglement becomes our perplexity, though we may feel that for the present true explanations are out of the question. Alone with her mother at lunch, Four-and-a-quarter says: "What makes grapes?" "Nobody makes them, dear; they grow. Nature makes them." Four-and-a-quarter rejoins, derisively or sympathetically—it is hard to tell which: "Nature? I've got nature." "Yes, you have human nature, and the grapes have fruit nature, vegetable nature." "You've got two natures, hav'n't you, Mummy?" "Mummy's" rising sigh of assent is arrested by the triumphant utterance: "I've got the same nature Daddy had when he was a little boy." And here, with the timely discussion of the grapes themselves, ends Four-and-a-quarter's contribution towards the study of *rerum natura*. So a child's mind dartles from point to point like a shaken kaleidoscope, and we grown-ups receive a chastening impression of the incompetence of our language to correspond with rapidly shifting flashes of thought.

I am convinced that a child should not be at all pressed to account for the sequence of his mental workings. If well intentioned adults, bent on an intelligent search for psychological statistics, try to come to too close quarters with a child's mind, they will most likely be met with some banal evasion—

At Kilve there was no weather-cock;
And that's the reason why.

The glimpses a child spontaneously offers into his brain-world may be profitably noted, but any artificial ferreting out of them strikes at the freedom from self-consciousness which is essential to their integrity. Emphatically, on the other hand, children ought not to be ridiculed or exposed as to their linguistic tentatives. Ridicule and exposure abash them and discourage their brain-building.

Whatever Dr. Furnivall may advance in favour of the verbs termed in grammar "strong," children instinctively choose the "weak" inflexional ending. A visitor appears to be moving off without saying good-bye. "You forgot me," says the child. This instinct seems to be practically universal; naturally so, for it represents the line of least resistance as regards the necessity for mental effort. Another day the child

illustrates another general linguistic tendency, when, as she rises from ecstatic kneeling over the cat, she says: "I thought Mufti was going to *untidy* my hair, but she didn't." Similarly, "I like raspberry juice, but it waters my eyes," says the little adventurer in word-land.

One sees that children acutely enjoy feeling after verbal suitabilities; there is a glee of creation about it. The mother of Three-and-three-quarters sits at a table writing. "Are you painting, Mummy?" "No, dear, I am writing." "I should call it *penning*, that what you're doing." The child finds cause for mirth in her swift analogy between paint-brush and painting and pen and penning, and has made, indeed, so far as she is concerned, a discovery in language. Sometimes one hardly knows whether a child's speech is *naïf*, accidental, or precocious artfulness, as in this case—"I didn't mean no; I meant no-yes." A less equivocal turn of phrase—in fact a singularly intelligent touch of poetry in childish language—is communicated to me by a lady whose little boy always speaks of to-morrow as "the day we wake up."

II.

To a child grown out of mere infancy, yet scarcely advanced to full school age, nothing is so unreal as facts, and nothing so real as fancies. We must take this into account as the basis of any attempts at companionship with children. A child will say, pointing to his plate of roast mutton: "This is a green field—and that [scooping together the gravy] is a little stream running through the field." Or, as he eats his buttered crust, he will ejaculate: "Do you see this motor-car?" Then he bites a piece. "It's a rocking-chair now, and it's the only furniture in the house. My mouth's the house." That exemplary parent, Mr. William Canton, notices how his small daughter can double for herself the comfort of a fire on a chilly day by running into the next room and returning with the tidings: "It's *very* cold in the woods!" For my own part, I remember I never could practise my scales without a secret fiction of a princess with long hair in the treble pursued by a villanous monster in the bass, and so with everything else. I think that the condition of this stage of brain-building, when nothing is but what is not, accounts psychologically for the fact that at the same stage, say between six and eleven, children are given to hoarding "treasures" and to having so many silly-innocent secrets among themselves. We all know the miscellaneous character of "treasures"—fir-cones, gilt beads, tiny foreign pieces of money, a squirrel's skin, an old-fashioned netted purse with tassels, some spun glass in an envelope. Children crave for what is pretty and pleasant, but, in default of better ministries to their desire, they are able to supply out of their inward eye an idealizing halo round such rubbishish little possessions as I have named. With a child the sense that a thing is his very own and has been won through his individual taste or effort counts for a great deal towards endearing it and raising its value in his eyes.

I have not space to dwell long on the middle age of childhood, which, take it for all in all, is, I think, whether in boys or girls, the most appealing period and the fullest of opportunities for parents. For then the child stands half-way between absolute reliance upon its elders and that self-reliance which, with a thrill almost of awe, we watch growing like a seed—a seed it is our responsibility and privilege so to irrigate that our young things may not wither and fall away later like a plant that has no root in itself. And, whether in boys or girls, no age is more intrinsically charming than that which lies, roughly speaking, between ten and fourteen. The irritating animalness of the young child has worn off, the self-absorbed egoism of incipient manhood or womanhood has not begun to stir, and all is conscience and tender heart. Let me incidentally recommend as a valuable addition to the psychological literature of education the book called "What Maisie Knew." Many imaginative writers have tried to look into childish minds, but, in that work of genius, Mr. Henry James excels them all. His book is a true social contribution in that it directs our sympathy towards that often pitifully neglected soul, the girl of eleven, with her shyness, her amazonian sentiments regarding the opposite sex, her eager furtherance of the slightest imaginative rendering of things, her anxious, occasion-preventing tact, her touching desire to seem grown-up by taking what is incomprehensible in adult life as comprehended, and, in all, her sweet docility.

III.

There comes a time when the child ceases to be satisfied to live in imaginary characters, and desires to grip life by means of his individual tastes, hero-worships, and aversions. For it will be some years before what is native to him and essentially himself emerges from its sheath of imitation and intellectual dependence. The mere fact that he has reached the point at which he yearns to impress himself somehow upon the outside world defines the commencement of his third period, when childhood is giving place to youth. It is marked by the birth of self-consciousness—self-consciousness in the deeper as well as in the more external sense; it is a chaotic time, almost always a troublous time, when the character receives its permanent impress, and when personal individuality first rises to the surface.

Relying on the unwritten autobiography of memory, one has but to trace back the threads of the complex spiritual nature to find how largely, at this critical season, the outward still educed the inward. It may not be the same with all children, but with a child I remember the time was intensely associated with literary influences, and this would, at all events, be the case with a large class of minds similarly constituted. She was absolutely possessed by a few ever memorable books, either enslaved by their æsthetic charm, or, in more cases, stimulated by their intellectual vigour. A heterogeneous collection they would seem now—let me only name "The New Republic," "Ecce Homo," and Wordsworth's poems, but then they absolutely nourished her with the exquisiteness of art, generosity of feeling, and high pitch of thought, of which, to the sealed eyes of fourteen, daily existence showed the rarest traces. Between twelve and sixteen we are immensely indebted to biographies—to such books as Boswell's "Johnson" and Lockhart's "Scott." They give our poor little devouring egoisms at least an outward bend and a nobler curve. Personally, I have a vividly "red-letter" recollection of my callow delight in G. H. Lewes's "Life of Goethe." I am no distinguished Goethe student; but, absurd though it makes me appear, I must confess that never since I pored over Lewes's "Life" all those years ago have I been able to see Goethe's name in print, or to hear the most recondite allusion to his leading ideas, without being conscious of that broadening smile of the mind with which we greet a well loved early intimate. I fear this would not be the case twenty years hence if I had read Lewes's "Life of Goethe" for the first time last summer!

In many cases, not what school-books teach children, but what and how children read for themselves, determines genuine culture between twelve and sixteen. In all the education that comes through books, whether in lessons or in private study, the object of such education is annulled if we cram children. Do not overfeed them, even with delightful reading, but give them plenty of time to digest whatever interests them. Then their own minds will grow by sequent thoughts. Somewhat similarly, the royal road towards getting facts classified in children's memories is first to impress the imagination. Memory is an affair of links, where imagination is the riveter.

With what avidity, with what fervour, with what an identification of ourselves both with writer and subject, we read when we are thirteen or thereabouts! I should blush to state how many passages of unchastened prose, of Dickens-*cum*-Farrar-*cum*-Macaulay rhetoric, I have still sticking in my mind from that long-ago time, mouthing at me when I am idle or sleepless, while for the infinitely better prose I read now I have no available verbal memory. In the early days one was too self-engrossed, as well as far too earnest, for novel-reading. I was, at any rate, and I well remember a wise old gentleman telling me that I should get younger as I grew older. I have lived to prove his paradox a truth.

A thousand things besides books bring bricks to the building of one's house of life. The days of which I have been speaking are days of disturbance. In summoning the shapes of outlived emotions from the mind's cave it would seem that pain predominated then—it was, of course, the pain of growth. But at the time it operated as an overstrung conscience, causing tempests of remorse for quite imaginary offences. It was a time of passionate, though unstable, religious impression, and it is not too much to say that an imaginative child tastes in turn at this period the austere ecstasy of a medieval ascetic, the bitter rebellion of Voltaire, the blunt, hymnal revivalism of one of Cromwell's saints, and the symbolic sentiment of a ritualist.

Another thread in that mingled emotional web consists of boundless devotion to some school-friend who quickly becomes a thing enskied and sainted, to whom words of hushed confidence and adoration are to be communicated, only by written notes and underscored lines from Tennyson's "In Memoriam," except, perhaps, on some high-strung, supreme occasion, such as the parting at the end of the summer term, when the tornado of affection whirls out in jerky speech. Such friendship is love's rehearsal. And sometimes it may happen that over all this ideal spiritual world a great shadow from reality obtrudes itself. So I have known an attachment such as I have described abruptly cut across by the news of the sudden death of the worshipped young friend. Judge how all this will add materials to the survivor's house of life! The dense scent of accumulated white flowers will evermore bring her haggard associations. She will never again feel her childish confidence in the security of existence—it is there that death catches at a young heart.

Among the inward characteristics of this third period I would draw attention to its fitfulness, precocity, and lack of balance, all points for parents to reckon with, and all conditions to cope with which in our children sympathy is needed, judgment is needed. The growing soul feels that a human creature consciously ill at ease is in a discord with superb sunsets and sparkling seas. It yearns to clasp the beauty of the world and identify all of it with itself. Our poor youth does not yet realize that external phenomena are not comparable with a soul. He only feels that—

Fate is tardy with the stage
And crowd she promised

and he eats his heart out because he must still learn and wait. Intermittently he is conscious of how inextricably his unselfish dreams are entangled with egotistic ambitions, and, in such intervals of recoil, he suffers torments of self-contempt. He is not aware—how should he be?—that all these troubles and imagined wickednesses and penitent moods are but phases of the growth of the soul—its attainments or its sloughings off. Yet all the while, though he knows it not, "up and up goes he."

I have found it difficult to express myself with clearness in dealing thus briefly and roughly with the development of childhood's inner life from infancy to the age of fifteen or sixteen. Particularly has my statement of what I believe to be the main tendencies of mind during the third "age" suffered from too great condensation. I can only hope that to some, at all events, of my readers what I have written will not seem all dream and confusion.

CORRESPONDENCE.

THE STORY OF A RESIGNATION AT OUNDLE SCHOOL.

To the Editor of The Journal of Education.

SIR,—Some description of my own experiences at Oundle School may, perhaps, lend support to the credibility of the startling statements made by the Rev. R. Edmonds-Jones in your issue of October.

I was engaged in 1893 by Mr. F. W. Sanderson to be a form-master, an assistant-house-master in the school-house, and, as soon as I could be ordained, to assist in conducting the school-chapel services.

At the end of my first term I was ordained, a neighbouring rector giving me a title, as his Sunday curate, and paying me a salary. This arrangement was made by Mr. Sanderson, to save his own pocket, as the amount given me was deducted from my school salary. My instructions were to raise the standard of work of my form, to help to improve the athletics, and to enforce discipline in the house. In a short time my fellow house-master and I succeeded in reducing the school-house from turbulence and disorder to cheerful discipline. I raised the standard of my form's work by frequent extra-tuition. I spent my afternoons entirely on the football field or on the river. My day was from 6 a.m. to 12 p.m., with hardly half-an-hour that I could call absolutely my own. I can conscientiously declare—and my colleagues will bear me out—that from September,

1893, to Christmas, 1894, there could have been no more untiring and devoted servant of the Head of the school than I.

Utterly abhorrent as were many of his methods to the public-school ideas in which I had been educated, I yet faithfully carried out all his wishes. In January, 1895, behold a sudden change! I am treated by Mr. Sanderson with insult and abuse. I am dealt with as though I were an escaped convict. Before my form, before the school-house boys, before servants, before strangers, I am coarsely abused and insulted. Six months—for this treatment lasted two whole terms—six months of purgatory did I go through by daily and hourly persecutions, such as words fail me to express adequately.

Now, why was all this? it may be asked. What had I done? What was the head and front of my offending? It was simply this. Mr. Sanderson had had some difference with one of my colleagues—the only master on the staff in Holy Orders besides myself. This, and many other ties, drew us together. It was, of course, no concern of mine to take up Mr. Sanderson's quarrel. It never entered my head but that I might loyally serve my Headmaster and at the same time be friends with my colleague. But no! I was expected to treat my brother priest as a leper, and to throw stones at him, because on some points his opinion and Mr. Sanderson's differed. It is, unfortunately, still possible at Oundle School that masters may be dismissed, without cause assigned, and without appeal to the Governors, at the mere discretion, or, it may be, caprice, of a Headmaster. There can be no greater bane to the interests of secondary education than this. But the arrangement, which Mr. Sanderson himself had made, tied his hands in a great measure in this instance. He, therefore, determined to try the effect of rudeness and insults, if, haply, I might lose my self-control, and make some *faux pas* that would give him the handle he wanted.

Life, however, under such circumstances in the school-house was not worth living. I therefore, dismissed Mr. Sanderson—that is, I declined to continue to serve under him. I have the satisfaction of knowing that I never refused to do any school work, whatever might be the guise under which it presented itself; that I never stooped to answer Mr. Sanderson back; and that I invariably met insult and abuse with quiet courtesy and, I fear, exasperating, silence.

History repeats itself, apparently, in Oundle School, and my "story" is in many respects identical with that of Mr. Edmonds-Jones. My long silence is a voucher that this is no personal question with me; but, when I read the "Story of a Dismissal at Oundle School," written by Mr. Edmonds-Jones, I felt that the time was come when I, too, must speak out, in the interests of truth, and, indeed, of secondary education at large. For it is really a national blot that in this *free* England of ours such unlimited power—a power withheld from our officers in the Army and Navy—should be placed in the hands of headmasters, whereby, as we see, a member of a staff may be reduced to the position of a helot—or an Uitlander.

What steps, legal or parliamentary, should be taken to remedy this I leave it to my seniors and betters to determine. Meanwhile, there is a ready and powerful means at hand, and that, Sir, is that you should continue to thresh out the question in the pages of your widely read *Journal of Education*. There is no surer remedy for maladministration than the voice of public opinion speaking through the Press.—I remain, Sir, yours faithfully,

H. ROWSELL COOPER,
Priest, Curate of Weldon, near Kettering, Northants.

LADIES AS ELEMENTARY-SCHOOL TEACHERS.

To the Editor of *The Journal of Education*.

SIR,—In your last number you published a long article on the above subject by "One of Them." Of course, there is a great deal of truth in what the writer says, but, without further explanation, it is possible that this paper will not be properly understood by some who may be thinking of taking up this work. The consequence of this will be that such persons will be discouraged from going any further. Will you kindly allow me to make a few remarks on the article?

1. There is nothing whatever new in the advice that "One of Them" gives, viz.:—That a period should be spent in an elementary school before the teacher goes to a training college. This has been mentioned more than once in your columns by writers on this subject. There are three objects in a teacher doing this:—

(i.) That she may be able to find out whether she cares for that kind of work, and is suited for it. (ii.) Whether she can adapt herself to the circumstances, and is likely to develop into a good teacher. (iii.) To learn something of the art of keeping order and the ordinary routine of an elementary school. "One of Them" says that it is necessary for a teacher to go through the four years' apprenticeship as pupil-teacher; but my own feeling is that one year, or at the most two, is quite long enough for this purpose, if she is articled at seventeen or eighteen. It is generally a great pity for a girl to leave a secondary school before seventeen. If she leaves as early as fourteen to go through a four years' apprenticeship, then it seems to me that she is likely to lose any good that she may have obtained by attending a secondary school.

2. Surely, the experiences that "One of Them" went through are quite exceptional. There are, happily, not many now of the rough schools that she describes; nor are there, I should hope, many Committees of Managers who would appoint such an inexperienced teacher to a school of special difficulty. How "One of Them," who owns to so much ignorance of the work that she was about to undertake, was selected for such a post, I cannot understand.

3. "One of Them" has only herself to thank for her bitter experiences and sad failure. She acknowledges that she undertook the work in the most light-hearted way, "knowing nothing whatever of elementary schools." She picks out the most difficult post that could be found, and then is surprised that she does not succeed. Elementary-school teaching must be looked upon as a serious profession, and must be taken up with enthusiasm, if a high-school girl is to be successful. There are two sets of teachers from secondary schools that elementary-school managers have to beware of: (i.) Those who take it up because they think that it will be interesting, and imagine that they can give it up, if it is dull or too difficult; (ii.) those who have failed in a high school, or have been told that they are not likely to be *good* enough for secondary-school teachers. By *good* I do not mean clever. An "excellent teacher" does not mean one who has passed her examination high up on the list, or taken an Honour degree. Those who would become teachers must go to work the same way as if they were entering any other profession. This the writer of the paper failed to do. They must seek and take advice from experienced people, and not rush into the most difficult posts that can be found at the very commencement of their careers. Perhaps one of the greatest difficulties in elementary-school teaching is that of discipline. "One of Them" seems to imply that this gift can be acquired by experience as a pupil-teacher. With many teachers this is the case; but with others it is never obtained, however long and wherever they may serve. There is a third set, who can come straight from the University, without any experience or training, and hold their own, as well as the teacher who from three years old has never gone beyond the environment of the Board school, except to attend classes or go to college.

4. "One of Them" says that the fault of the pupil-teacher system lies in the work of the Standards. This is true to a certain extent; but to my mind the great fault lies in the training colleges. They ought to be in a more literal sense *training* colleges, corresponding to Woolwich and Sandhurst for the Army, where students should receive their technical instruction after having received a good general education in an ordinary school. Of course this would not be a popular step with many principals of training colleges. They seem to imagine that the student has learnt the art of teaching before she enters college, and, therefore, they pay greater attention to her studies than to the more practical side of her training.

Has not the time nearly come when the Queen's Scholarship Examination may be abolished and the public examinations mentioned in Schedule VIII. of the New Code take its place? That would mean that teachers qualified under Article 51 would take the place of Article 50 teachers. In that case the Certificate Examination would have to be changed and be made entirely of a professional character. To my mind, what is wanted in our primary schools are more teachers who have been educated at secondary schools until they reached seventeen or eighteen, and who have not been brought up in the surroundings and atmosphere of the elementary school. For such the different stages in their professional career should be as follows:—(i.) Apprenticeship for one or two years at a good

public elementary school, or, if some examination mentioned in Article 51 has been passed, then one year as an assistant in a good elementary school; (ii.) training for one or two years at a college supported by Government, or three years at Oxford or Cambridge; (iii.) assistantship in a good voluntary school until the parchment Certificate is obtained.—I am, Sir, yours truly,

J. BAYFIELD CLARK.

St. Saviour's Vicarage, Camberwell, S.E.,

October 19, 1899.

TRAINING OF ELEMENTARY TEACHERS.

To the Editor of The Journal of Education.

SIR,—I should be sorry to disturb the ashes of any educational worthy, and I really think that, if Froebel were at present in an English elementary school, he would agree with the letter which appeared in the *Saturday Review* of September 2.

Before dealing with your main criticism of that letter may I correct one or two points upon which it is possible I have not made myself clear? In the first place, I proposed that the secondary-school course should supersede, not continue, the teaching now given at the pupil-teacher centres; and, secondly, I think that an apprenticeship, by which continuity in teaching, practice, and in intercourse with children are obtained, is as necessary for the teachers of upper as of lower standards.

With regard to any substantial increase in the value of the Queen's Scholarship, I should like, while admitting the hopelessness of any such increase—especially after the Duke's words at Sheffield—to point out that the amount now spent upon a day training college student during his three years' course is less than that spent upon a student passing three years in a residential college. (P.T. Committee; evidence, 15,635.) I need hardly point out that equality of treatment would result in a considerable increase in the numbers of day students.

My opinion as to the value of the present system of training ex-pupil-teachers in special colleges is that, though it may be absolutely good, yet it is relatively bad if it is purchased by the sacrifice of a still more valuable development. That the training college does not greatly increase a teacher's powers is, I think, made clear by the experience of the writer of the convincing article on "Ladies as Elementary-School Teachers" which appeared in the September *Journal*, while the same article shows the considerable value of the early training which the pupil-teacher receives.

In this connexion I may perhaps be allowed to quote from Mr. Oscar Browning's address as President of the Association of Training College Principals and Lecturers. He said: "My experience, gained by seeing primary and secondary students together doing the same work, has given me a respect for the pupil-teacher system, which is commonly decried by educationists. The skill gained in imparting knowledge and in managing a class are to my mind nothing short of marvellous, and the University students have never reached the level of the best pupil-teachers."

With these facts, and with my own experience and that of other teachers in my mind, I felt justified in questioning the value of the training college course, especially when I considered what kind of work the teacher now has to carry on.

In your September number you quote a bank manager who, being asked what a boy should know before entering a bank, replied: "I don't care what he knows; I only don't want a fool." Now, I think that a teacher who has mixed to some extent with the outside world during his college career is in a better position to rear "not fools" than one who has never broken from the beaten track of primary scholar, pupil-teacher, student in a residential training college, and certificated assistant. Further, I believe that the former has a better chance of development as a teacher; he probably has some power of self-criticism, and can adapt himself to circumstances, whereas of the latter it must often be said that a little training, accompanied by a little learning, is a dangerous thing; that he is apt soon to reach finality, to settle into a groove, and tends to produce harmless little pedants. After all, real training should continue during school work, and the best educated man probably in the long run becomes the best teacher.

But, although I insist upon the necessity of breadth, even at the sacrifice of additional technical training, it is hardly fair, I think, to say that I bid teachers get culture at the State's expense. I ask that they should receive the liberal training which, in my opinion, would best fit them for their vitally important work. And, to gain this end, I wish to see the present restrictions, made as they are in the interests of the least fortunately placed among the teachers, removed. We are, of course, moving slowly towards greater freedom. The new Code recognizes the Locals, Matriculation, and other examinations, instead of the Queen's Scholarship, as a means of entering training colleges; and, in the colleges themselves, it is possible to read for University examinations. If these opportunities were fully used, and if secondary students became pupil-teachers, the elementary profession would become a liberal profession, and the grave disadvantages now attending the training system would be lessened. There would, for instance, be

no objection to a post-graduate course of training, though I think that the good to be gained from such a course by a student who has already served a carefully supervised apprenticeship is somewhat exaggerated. But as matters stand at present, and although the better training colleges achieve admirable results, yet I think that there is no adequate reason for the grouping of teachers together in these colleges when they could be scattered abroad rubbing shoulders with the student-world at large.—I remain yours faithfully,

FRANK J. ADKINS.

7 Albion Place, Crescent, Salford.

October 20, 1899.

[Does Mr. Adkins seriously maintain that the proposition, "at about ten years of age the intelligence is awakening," and the rider that the teaching of children below that age is mainly mechanical drill, is after the spirit of Froebel? To the rest of his argument there is one fatal objection—a liberal profession must be more or less, *ab initio*, self-supporting.—Ed.]

THE QUICK MEMORIAL.

To the Editor of The Journal of Education.

SIR,—Before closing the Quick Memorial Fund, may we make a last appeal on its behalf?

The Memorial is to take the form of a Quick Library at the Teachers' Guild, where, thanks largely to a generous gift of books by Mrs. Quick, a valuable pedagogic nucleus already exists. It was originally proposed to invest the money subscribed and apply the interest only to the purchase of books; but, as the English subscriptions do not, at present, amount to much more than £120, the sum realized will hardly be worth investing unless we receive considerable additions from subscribers in America (the returns from which have not yet reached us), or from new subscribers at home.

Since the movement for the Memorial was set on foot, Quick's "Life and Remains" has been published by the Pitt Press, and it may be that the reading of this book will lead some who have not seen the original circular to welcome an opportunity of marking their appreciation of the significance of such a life-work in the cause of educational reform and progress.

We would especially appeal to those teachers who can only afford small subscriptions not to hesitate to send them in, for, anxious as the signatories are to increase the value of the Memorial in terms of money, they are more anxious still to increase it in terms of men and women. Either of us will be glad to give further particulars or receive subscriptions.—Yours faithfully,

JOHN RUSSELL, University College School, Gower St., W.C.
FOSTER WATSON, University College of Wales, Aberystwyth.

CLERICAL MASTERS.

To the Editor of The Journal of Education.

SIR,—The Church militant, on its scholastic side, appears to be as powerful a force as it was in the days when the strong arm of the holy knight warded off the physical blows aimed by unbelieving pagans at the trembling faithful. A few days ago I received a notice from a not unknown firm of scholastic agents touching a mastership at one of the big public schools. The following sentences are taken word for word from this interesting document. Names are naturally suppressed, and the italics are mine:—

"Dear Sir,—We have been asked by the Master of — to submit to him the names of a few candidates for a mastership. Mr. — tells us it would be an additional recommendation if a candidate were a good athlete or were willing to take a title to Holy Orders. Will you very kindly write to us at once, and let us know particularly whether you would, under any circumstances, take a title to Holy Orders? You are not at liberty to write to the Master of — at present."

The schoolmaster, it seems, to obtain a livelihood, must have put muscle on or "put priesthood on."—I am yours truly,

October 22, 1899.

A SIMPLE LAYMAN.

THE EVENING SCHOOLS OF LONDON.

To the Editor of The Journal of Education.

SIR,—In your issue of October, page 621, you have a paragraph commenting on certain annual returns of evening schools for the year April 1897–8, and, dealing with the cost in London, you say: "This shows plainly the effect of the free evening school system of the London School Board," &c. The fallacy of "post hoc ergo propter hoc" is bad enough, but still worse is the fallacy of "ante hoc ergo propter hoc." The evening schools of London were made free in September, 1898, six months after the close of the period which you are discussing.—Your obedient servant,

E. LYULPH STANLEY.

18 Mansfield Street, Portland Place, W.

October 1, 1899.

PHONETICS.

To the Editor of The Journal of Education.

SIR,—Mr. Drummond finishes his letter on phonetics, in the October number, as follows:—"Until spelling reformers adopt some modified forms in their own writing it is little use urging others to do so"; but he employs in his letter the very identical orthographical forms which he wishes to condemn. Here is surely an opportunity for the physician to heal himself. "Why be afraid?" as Mr. Drummond himself puts it.—Yours, &c.,

P. SHAW JEFFREY.

Clifton College, Clifton, Bristol.

CHRISTMAS BOOKS.

Stalky & Co. By RUDYARD KIPLING. (Price 6s. Macmillan.)—Among the Christmas books for 1899 the first place must be assigned, by right of prerogative, to a school story by Rudyard Kipling. No competitor of the same rank, or even with pretensions to the same rank, has entered the field. To borrow the language of the turf, the odds at starting were three to one on the favourite, and, after witnessing the race, we may add that the favourite has won in a canter. Mr. Kipling's trio of schoolboys are as lifelike, as unforgettable in their distinct individualities, as his "Soldiers Three," and the versatility with which the author can identify himself with and reproduce every phase of life with which he has come in contact is, if we are not mistaken, unparalleled in literature. Mr. Kipling's brain is a sort of kodak; it is always taking snapshots, and what with most of us are evanescent impressions are with him a series of plates any one of which can be developed and enlarged at discretion. Such tribute to his genius it is impossible to withhold, as impossible as it is to resist (so at least a sexagenarian reviewer found it) the Homeric laughter that his broader farce provokes. And yet, on calm reflection, to years that bring the philosophic mind the book does not seem wholly commendable, even as a work of art, let alone any moral considerations. It professes to be based on Mr. Kipling's own school-days at Westward Ho! and is dedicated to Mr. Kipling's headmaster. How far it represents the life of Westward Ho! some twenty years ago we do not know, and do not care to inquire. Whether it does or not, we maintain that it is not a fair representation of public-school life twenty years ago. Mr. Kipling would doubtless reply that he never meant it to be such, that he purposely chose a public school in embryo as the scene whereon to display boy nature uncontrolled by habit and tradition. We may fairly retort that a school in which a triumvirate who neither work nor play, but simply loaf and lark, have the whip hand and lord it over masters and prefects, could not possibly have survived the teething stage. It seems to us as though Mr. Kipling had taken *en grippe* Dean Farrar's "Eric," and set himself to write a "Joseph Andrews" as a counterblast to the "Pamela" of school life. "The honour of the house" is set down as the vilest cant, and "high-minded, pure-souled boys" serves as the climax to a string of vituperative epithets. At the risk of seeming prudish, we must confess that this Mephistophelian tone occasionally jars on us, and we cannot help reflecting that it is not the wholesomest of diets for our boys. The moral that the makers or saviours of the Empire will be found in the Stalkies, "Cheltenham and Haileybury and Marlborough chaps that we don't know anything about," that is to say, the boys who loafed and smoked and "ragged," and stuck in the Lower Fifth, is not true, and, if it were true, need not be dinned into boys' ears. "Stalky & Co." is the opposite extreme to "Eric," and "Tom Brown" is the happy mean. After all, such comparisons are wide of the mark. It was a mistake to make the book even a semblance of a school chronicle. It is a picaresque novel, a melodrama, a screaming farce, and has no more to do with morals than a pantomime.

The New Book of Animal Stories. Edited and selected by ANDREW LANG. (Price 6s. Longmans.)—In an ingenious preface the editor half sportively justifies this mingling of natural history and fable, the medley of phoenixes and griffins with tales of lion hunters and anecdotes of pet dogs. As to sea-serpents he is sceptical, never having met with any specimen in a museum; but dragons, though now extinct, there must surely once have been, else why did all sorts of nations tell stories about them? And, whether there were or not, the moral of the book is plain, "to be kind to all sorts and conditions of animals—that will let you." Turtle and mock turtle are both good in their way, but we had rather they appeared on different menus. This lack of unity is fatal to the book as a work of art, but as a cyclopaedia of natural history, or, rather, a collection of stories about animals, it ranks very high, and we congratulate Mr. Lang on his success as an *impresario*. Like others of the colour series, it is adorned by Mr. Ford's illustrations.

Ready-made Romance. By ASCOTT R. HOPE. (Price 5s. Black.)—"Truth is stranger than fiction" might well serve as a second or alternative title to these thrilling narratives of youthful adventurers all taken from the life, and all, with one exception, autobiographical. The story

of the suppressed mutiny on board the United States brig "Somers" in 1842 is curious as a case of conflicting evidence, but it seems here out of place. To be done with fault finding, the first tale, of a German lad who is kidnapped and passes twenty years as a slave among the Calmucks, is somewhat long-winded, and we tire of the "lætum equino sanguine Concanum." For the other adventures we have nothing but praise. Best of all is the account of the storming of Algiers by the French, as told by another young German who had been taken by the pirates, and, on the strength of some smatterings of medical knowledge, made surgeon to the Bey's chief treasurer and minister. Next in interest we should class "A Young Rebel," the escape of a Yankee cabin boy from an English man-of-war during the American Rebellion. "Schoolboys in a Siege" is a wonderful tale of pluck and daring, part of which has already appeared in the author's "Story of the Indian Mutiny." Good as a story book, the collection has a permanent value as giving side glimpses of history, and, were it not treasonable to suggest such a thing at this season, we should recommend it as a holiday task.

Yule-Tide Yarns. Edited by G. A. HENTY. (Longmans.)—A very nicely got-up volume, containing ten stories by well known and popular authors. The editor leads the way with a spirited account of the rescue of some French ladies from the hands of the Revolutionists. In their different ways all the stories are of interest. "A Flight from Justice" and "A Soldier's Vow" are among the best. There are numerous illustrations.

Sowing and Harvesting. By MARY H. DEBENHAM. (National Society.)—One of the best of Miss Debenham's many charming stories. The scene is laid partly in France, partly in England, just at the outbreak of the French Revolution. The story is told by Althea Travers, whose character comes out very well. She is a young girl, made thoughtful and serious beyond her years by the sudden death of her father, which leaves her alone in a foreign country, and by the troubles of those among the nobles who befriend her, and whom she serves with faithful devotion. Two historical characters are introduced—the Princesse de Lamballe and Edmund Burke—but both appear, as it were, in a private capacity. The two children are very well described, and perhaps the most picturesque figure in the book is Clemency Moore, whose portrait, admirably drawn by G. D. Hammond, stands as frontispiece to the book. "Sowing and Harvesting" richly deserves success.

The Herd-Boy and his Hermit. By C. M. YONGE. (National Society.)—The "Herd-Boy" is the young Lord Clifford, whose mother, dreading lest he should fall into the clutches of the Yorkists, places him in the care of an old retainer, who passes for a shepherd in the north of England—and the Hermit is Henry of Windsor, then a fugitive. Miss Yonge shows her usual skill in drawing the various characters, from Henry, than whom no one could be more unfitted for the part he was expected to play, to the Lady Agnes Selby, prioress of Greystone, whose taste for hunting and hawking was far stronger than for matins and lauds. She is a hearty, kindly soul, and one of the pleasantest people in the book. There is some confusion about Anne St. John's stepmother, who is said to be dead on page 165 and in Flanders with her son some time later—page 243.

We have received from Messrs. Griffiths, Farran, Browne, & Co. a copy of *The Old Pincushion*, by Mrs. MOLESWORTH—a very good child's story, nicely got-up, and with some effective illustrations.

(1) *A Roving Commission.* By G. A. HENTY. (2) *Won by the Sword.* By G. A. HENTY. (Blackie.)—Which of these two books will come first in point of popularity will depend on the reader's preference for almost unmixed fiction or fiction with a good admixture of history. It is true that "A Roving Commission" is founded on fact, the struggle of the blacks in Hayti for independence; but this serves only as a background for the adventures of Nat Glover, a young middy as active in getting into mischief as he is ingenious in getting out of it. He has an exciting time of it, rescuing ladies from their rebellious slaves, capturing pirates and French ships with an energy worthy of a British sailor. Mr. Henty takes something of Miss Martineau's view of Toussaint L'Ouverture; but does not give him credit for as much single-minded self-sacrifice. In "Won by the Sword," a Scotch boy, Hector Campbell, finds favour with Turenne and joins in many of the campaigns in the latter part of the Thirty Years War. Hector, who always knows what to do and when to do it, rises so rapidly in rank that he is a colonel when he is not much over twenty, and the Queen presents him with an estate in Poitou which carries a title with it. He at once sets to work to relieve his tenants of some of their burdens of taxation, &c., and they respond by fighting gallantly for him. If there is a weak spot in this admirable young man's behaviour, it is the unconcern with which he leaves them to the probable oppression of his successor. The book gives an excellent idea of the difficulties with which Turenne had to contend. Both volumes are well illustrated.

The Castaways. By HARRY COLLINGWOOD. (Griffiths, Farran, Browne, & Co.)—An "Ocean Romance" such as this must necessarily contain at least one shipwreck, adventure with pirates, and, if possible, a hidden treasure in some "unsuspected isle in far-off seas." Mr. Collingwood's latest story does not fall short in any of these respects, and, though his language in describing the handling of a vessel is sometimes too

technical for a landsman's thorough comprehension, his tale is told with so much spirit that the reader's interest never flags. The hero, Conyers, begins well by saving fifteen people from a sinking French barque. One is tempted to feel as if this were rather a waste of time, seeing that they are all drowned little more than a month afterwards; but, as it rouses the undying admiration of the heroine, it serves its purpose. The heroine, we should say, is the weak part; we cannot get up much interest in her. However, for the readers to whom this book will specially appeal this is of little consequence; she will be a harmless accessory to many exciting scenes.

A Loyal Little Maid. By Sarah Tytler. (Blackie.) Peggy Malcolm is a very taking little maid, a delightful mixture of childishness and precocious womanhood. Her mother, Lady Anne, is equally life-like. It was from her that Peggy had inherited the spirit of self-sacrifice and devotion to duty which enabled her to bear up under Major Moncrieff's very arbitrary measures, while her elastic spirits helped her to enjoy any unexpected good with which the gods provided her. Her father had joined in Mar's Rebellion, and it was his treason against King George that brought misfortune on Peggy's head and afterwards exiled the family for many years. Peggy's feeling of weary helplessness during the long ride northwards and her utter want of appreciation of Highland scenery are very well described.

With Shield and Assegai. By Captain F. S. BRERETON, R.A.M.C. (Blackie.)—We are somewhat tired of the type of schoolmaster represented by Mr. Sefton—he figures in so many stories; an unreasonable, obstinate person, who, in the course of half an hour or so, changes his liking for the hero into settled mistrust, and gives all his confidence to the black sheep of the school. It is a comfort when Donald Stewart runs away (though it was very foolish of him to do so) and enlists in the 60th Rifles. From this point the story greatly improves. Donald was born in Zululand, and his knowledge of the language and people are valuable when his regiment is sent out to the Zulu War. Finding that his sister has been carried off in a raid, he buys his discharge so that he may be free to seek her. He rides out with Colonel Russell's Horse, witnesses the massacre of Isandhlwana, takes part in the defence of Rorke's Drift, and has many hairbreadth escapes in effecting his sister's deliverance. The story has plenty of go, and is well illustrated.

We have received from Messrs. Chambers a new edition of an old favourite, *The Boys and I*, by Mrs. MOLESWORTH. Paper and print are excellent, but the illustrations leave something to be desired.

We are glad to see published in a separate form *Mobsley's Mohicans*, a capital school story, by HAROLD AVERY (Nelson). It is well got up and illustrated.

Master Charlie: Painter, Poet, Novelist, and Teacher. By C. HARRISON and S. H. HAMER. (Cassell.)—In perusing the work of Master Charlie we are led to speculate as to the age of those whom he wishes to "amuse and instruct." Since some portion of this book has already appeared in *Little Folks*, we presume that it appeals to those of tender age, though we feel doubtful whether such would appreciate sufficiently the badness of spelling or eccentricity of drawing. But did the book fall into the hands of their elders, though they would assuredly be amused, they would feel that fewer specimens of Master Charlie's art would have sufficed. On the whole, we should certainly advise Master Charlie to confine himself to painting in future.

Pabo the Priest. By S. BARING GOULD. (Methuen.)—It is impossible to read without interest this story of the wrongs of Wales under the tyrannical rule of Henry I. By way of what he calls "pacification" the King causes Bernard, the Queen's Steward, high in her favour because he is untrammelled by any scruples of conscience, to be consecrated priest and bishop in the same day, and appoints him to the see of St. Davids in place of a man chosen by the Welsh Church. Bernard inaugurates his reign by fresh oppressions, treating with special severity the inhabitants of what was called the Sanctuary of David, who had hitherto been left in peace under their archpriest Pabo. He resists the oppressors, and has to fly to a refuge in the hills. Finding, however, that the only result of this is that the villagers are being hanged one by one because they will not betray him, he returns and gives himself up. Bernard's merciful sentence is that he be thrown into a dungeon and "forgotten," but his fate is a happier one, and he is able to help in the rebellion which wins back castle after castle from the King. The scenes are vividly described, and the different characters well drawn. The illustrations on the whole are good.

We have received from Messrs. J. M. Dent & Co. a copy of *Ivanhoe*, one of the "Illustrated Romances Series." The print is very clear and good, and the volume, for its size, light and easy to hold. Many of Mr. Brock's illustrations are extremely well drawn. In particular, "De Bracy and Rowena" and "The joyous pair were engaged in singing" are most successful. The colouring is subdued and harmonious. Also a charming little edition of *Nicholas Nickleby*, in three volumes, with coloured frontispiece—most dainty and attractive.

The King's Signet. By ELIZA F. POLLARD. (Blackie.)—The troubles of the Huguenots, and the desperate straits to which they were reduced on the revocation of the Edict of Nantes, are excellent material

for the writer of fiction to build upon. The story abounds in improbabilities, but is pleasant reading nevertheless. If Madame Louise had any strength of mind at all, which seems doubtful, it was concentrated in her love for her children; yet she apparently forgets her infant of three months old in her flight from the *château*. When Claudine has ridden for ten hours on end to warn the Dumonts that they must fly, she would hardly have been content to have her supper and go to bed, and tell no one her errand till next morning. Nor, later on, could she have lowered Judith from the window in the manner described. All the members of the Dumont family find their way to England, where the story is carried on till after the Battle of the Boyne. It is nicely written, and much of it is interesting. The illustrations by G. D. Hammond add greatly to the attractions of the book.

Some Great Things. By Lady DUNBOYNE. (National Society.)—A well meant story, but the authoress is too much bent on pointing her moral, an excellent one in itself, and the reiteration bores the reader. The heroine fails somehow to win our sympathy; her later stage of patience is almost as trying as her youthful impatience, and the final sacrifice of the fur cloak is absurd.

Shipmates. By HUGH ST. LEGER. (Griffiths, Farran, Browne, & Co.)—This is hardly up to the author's usual level. Three mischievous young apprentices in the merchant service are the heroes of the tale, and three-fourths of the book are taken up with their pranks and practical jokes, two of them coming in for an adventure or two on land to finish up with. Some of the examples of the "cheek" of these youngsters are amusing, such as the "Portuguese Man-of-war;" but we should doubt if many skippers would take it as good humouredly as Captain Thorpe. Boys will doubtless find plenty of amusement in the story.

Bugle Minor. By M. BRAMSTON. (National Society.)—The author's name leads us to expect a good, well written story, and we are not disappointed in "Bugle Minor." The history of the adventures of Syd Randal, who takes service in the Marines, and has exciting times in the region of Lake Nyassa, will delight a schoolboy's heart. And while he is entertained he is also instructed, and that in a way which he will in no wise resent. Ibrahim, Syd's Arab friend, teaches the hero, and we may hope also the reader, many a lesson by his steadfast faith and undaunted courage.

Nancy's Fancies. By E. L. HAVERFIELD. (Chambers.)—The tale of Nancy's efforts to discover the fairy who will tell her where her father is, and the subsequent reappearance of her father, whom all supposed to have been drowned at sea, will no doubt help many children to pass some happy hours. The book is brightly written, and has four pretty illustrations by Mr. Percy Tarrant.

Lettice Temple. By MAUD VEVERS. (National Society.)—A story of the time of James II. Lettice is an attractive girl, and we are glad that, in spite of troubles, she ends by "living happy ever after." We venture to think that she takes the astonishing gentleness of fierce "Black Dick," the highwayman, with great equanimity; but then the reader is always of a suspicious nature. The book is nicely written and got up.

The Odds and the Evens. By L. T. MEADE. (Chambers.)—We hardly think that this story will be as popular as most of Mrs. Meade's books. She always writes easily; but this story is both improbable and weak. The feud arising out of the rival claims to leadership of the combined families could never have been kept up in the way described, and there is no character which really gains our liking. The illustrations are effective in their contrasts of light and shade.

SAFE NOVELS.

Rose À Charlitte: an Acadien Romance. By MARSHALL SAUNDERS. (6s. Methuen.)—"Rose À Charlitte" is a story of Acadie belonging to modern times—as we are bound to believe, because in it girls ride on bicycles—but having so primitive a flavour that, but for this bit of chronological colour and a few concurrent historical data, we should throw it back a hundred years. Nimmo Vesper, American citizen, is descended from Englishmen who, in the old time, took their share in ousting Frenchmen from Canada. Nimmo's ancestors worked cruelty, and the curse of the oppressed follows the descendants of the oppressor, until it finds in Nimmo a conscience quickly sensitive to the obligations entailed by his inheritance. The story tells how he sought out the descendants of his great-grandfather's victims and made generous restitution. The wooing and winning of Rose À Charlitte makes the romance of the book, and the drawing of her exquisite character is its triumph. But there are many good characters in the story: Vesper himself, for one; Rose's cousin, Agapit Le Noir, the impulsive, child-like, typical Acadien; Vesper's mother; Rose's boy—all are original, interesting, and vital. The setting of primitive life is delicious, and the motive involved in the survival and reappearance of a husband,

(Continued on page 694.)

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thought dead, is serious and even austere. Altogether the book has a delicate charm and distinction which make it well worth reading.

Chronicles of Teddy's Village, by Mrs. MURRAY HICKSON, illustrated by FRANCES EWAN (Ward, Lock), is a collection of prettily written idylls having no very distinctive character or point.

An Englishman. By MARY L. PENDERED. (Methuen.)—We must thank this authoress for a good deal of freshness and health of sentiment that is too rarely found in the pages of *fin de siècle* novels. The plot, if we may apply such a title to so simple a narrative, is both daring and suggestive, and not without food for thought to the thinkers and social reformers of a democratic age. The heroine, Mai Lovel, is a colonel's daughter, and has always moved in select circles. On her father's dying insolvent, she insists on obtaining a situation as governess, despite the gasps of aristocratic relatives. Too late, she finds that her employer, Michael Rolf, is a grocer, and keeps his shop in person, and that he is the elder brother, not the father, of her pretty young charge. The comic element in the situation appeals to her, and she determines to face it out. The reader already scents the finish. Somehow or other the grocer and Mai are to fall in love and get married, despite all inherent prejudices from within and oppositions from without. The *crux* of the problem naturally lies in the character of the grocer. If he be a fine fellow, a man in fact, with some tastes unusual to his class, the reader will succumb before him step by step with the heroine. It is just in this point, unfortunately, that the authoress seems to us to fail. Every stage device is resorted to—burglary, conspiracy of all sorts, sudden murder, or something equally bad, and, finally, an unmistakable fire, to bring out the hero's masculine qualities. But he is never anything else than a huge kind-hearted, unreasoning bungler. His prowess always strikes the reader as some lucky accident in which the vast energy that is his has escaped misdirection for once, and found the right lines. With the heroine he is invariably nervous or impertinent. *A propos* of a rival, the cultured great-grandnephew of a duke, he remarks: "Ah! something in the political line." "I should say that would suit you very well, Miss Lovel. You would like it, wouldn't you? Having 'em all round you—statesmen and M.P.'s and all sorts with you, wire pulling, governing the country, like the ladies in some of Dizzy's novels." In reply to an icy query, he stutters: "I beg pardon . . . but Nan said . . . he seems just the cut for you." Most of Adam's sons, however, succeed in putting their foot in it during the precarious period of courtship; but there is scarcely one of them, even the humblest, who has not the courage sometimes to make himself master of the situation. But not so poor Rolf. Once, when she was napping, he kissed her on the ear, but half died of fright afterwards; so, except for the fact that the female heart, like the wind, always does what it listeth, and for no other conceivable reason, the reader would feel some wonder that Mai should prefer this lover to all others, including the Squire. Except for the fact that he is clean and so tall that he blocks up the doorway when she wants to leave the room, he seems to be devoid of attractive qualities. He might have been allowed, surely, just a minimum of the higher mental faculties. His highest flight is reached when he says that he will endeavour to do some improving reading in the winter. This is not fair, we think, to the best type of artisan, let alone the intelligent shopkeeper. In life, of course, we should express no surprise at Mai's choice; but in a novel we are justified in doing so if the novelist does not make that choice more or less comprehensible to us.

THE Modern Language Association has arranged a course of lectures on Phonetics, to be given by Prof. Walter Rippmann, at Queen's College, Harley Street, beginning on November 5. Tickets may be obtained from W. G. Lipscomb, Esq., University College School, W.C.

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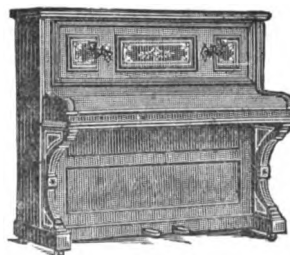
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IN considering the Report of the Irish Intermediate Education Commission, published recently, we must take into account the evidence on which it is based and the many difficulties that the Commissioners had to meet. Recommendations which in themselves may seem of doubtful value take a different aspect when we perceive that they are designed to counteract evils which the evidence given before the Commission showed to exist in the present system, or are, perhaps, necessary from the peculiar circumstances of Irish education; they may also be of the nature of a compromise, since there were conflicting opinions on many points among the members of the Commission themselves.

The Commission consisted of the Intermediate Board, whose administration of the Act of 1878 was to be criticized, and it was the Board who asked for this Commission. This singular arrangement has, at least, the advantage that the recommendations will have some chance of being carried into effect, and that the inquiry has given the members of the Board a great deal of information and enlightenment that will be of much value as future guidance. It must also be said that nothing could have been fairer, more painstaking, and more impartial than the whole conduct of the inquiry. Those who gave evidence were encouraged to speak with the utmost candour, and not the slightest attempt was made to excuse or cloak the defects in the present system, or to evade reforms.

An immense mass of evidence, oral and written, was obtained from Irish teachers and managers of schools, and from others connected with Irish education, while the views of experts in other countries were also obtained in writing. The only thing to be regretted is that the Commission did not visit schools in Ireland—see for themselves the buildings in which the teaching is carried on, the aspect of the pupils, and the manner in which their teachers deal with them. They would also have done well, for comparison, to have visited some of the best schools in England and abroad. This contact with the reality at first hand would have been of more value than much evidence from others, and a great help towards framing reforms that are thoroughly practicable. It might, however, have involved more time and labour than the members of the Commission, who are busy men engaged in other arduous and responsible work, could give. In the taking of evidence they

showed the most active interest, high ability, and both impartiality and courtesy.

Three leading aims dominate the Report—to distribute the grant (about £85,000 a year) in a manner that will secure public confidence and be free from suspicion of favouritism or the possibility of fraud. To this end, the Commission point out, they have retained a public examination as the basis and test for the granting of endowment to the various schools.

This method is, in reality, as impossible completely to guard from fraud (if people are determined to cheat) as any good system of inspection; but the little inspection we have had has been so absurdly inadequate and faulty that there is strong dislike and distrust of it among many in Ireland, and, in the examination as a test, the public certainly at present have more confidence.

The second aim of the Commission has been to correct the evils which the evidence they received abundantly proved to exist. The worst of these evils are the cramming type of teaching engendered, the overwork of clever pupils to secure a large number of marks, and the tendency to neglect parts and aspects of education which cannot be tested by a written examination. To remedy these defects the Commission propose to alter the whole system of examination, and to introduce inspection.

The third aim has evidently been to meet the various views and suggestions laid before the Commission—not an easy task, seeing that opinions ranged from those of school managers, who seemed to consider the present system nearly perfect and to dread any change, to those of reformers, who would gradually sweep away the whole state of things as they are, and substitute a carefully planned system of inspection.

The Report recommends that inspection shall be used to test the adequacy and sanitary state of the school buildings; the “reasonableness of the school hours and the amount of work”; “the sufficiency of the teaching staff”; the practical teaching of physical science and the use of proper appliances for such subjects; the teaching of modern languages (especially as regards pronunciation); and other matters for which a written examination gives no test. Unless a school satisfies the inspectors on these points it will be ineligible for any grant. If it is reported as highly efficient, an additional bonus on the grant it earns through the examinations may be given.

The change in the mode of giving such grants is not less remarkable a reform. An “Intermediate Roll” will be formed, on which will be placed the name of every pupil of an age between the limits at present fixed for the four examinations—that is, between thirteen and eighteen—with the exception of those whose parents have stated in writing an objection to their being examined. The rest are supposed (though it is not definitely so stated) to enter in one of the four grades for a “General Pass Examination” wholly non-competitive, to be held every June. The Commission are emphatic in pointing out that this examination will be very different from the present examinations. They say: “We think it should approximate as nearly as possible to the kind of examination of the individual students, which ought to be made by an inspector thoroughly testing for the purposes of comparison the educational work done in each school. The papers, therefore, should be of such a character as (a) to test true educational work, as distinct from the mere overloading of the memory, and (b) to be such as to be within the capacity of a well taught pupil of average ability.”

For each pupil on the “Intermediate School Roll” there will be given to the school a capitation grant, the amount of the grant to be determined by “the proportion borne by the number of pupils of the school who pass the General Examination to the total number of students on the ‘Intermediate School Roll.’” From a minimum on a certain percentage of passes, it will rise with an increase in the number of passes to a fixed maximum. In addition, a bonus will be given (a) if the marks gained by all the pupils of all grades reach a high percentage of the maximum of marks attainable; (b) if the number of passes in the Middle and Senior Grades bear a good proportion to those of the junior; and (c) if the school be highly approved by the inspectors.

This capitation grant will constitute the entire endowment the schools will get; so that the scheme is designed to induce teachers to aim at uniform excellence in the whole school rather than at high distinction in the more talented pupils.

The grant will be calculated on the average of three years. Thus the grant a school will get in 1904 will depend on its

results in 1901, 1902, and 1903. It is evidently intended also to make the examination such that a teacher can use his own methods, and yet be sure of success if his teaching be sound.

A distinct examination will be held for honours and prizes each year in all grades (except one, Preparatory), which will necessarily be competitive as regards prizes. For this the managers will receive no fees or grant.

Still, with the object of leaving teachers free to use their own methods, the Board will allot a “prize grant” to any school preferring to examine its own pupils (of course, on some scheme approved by the Board) rather than send them in for the public Honour Examination. The details of this alternative are not explained.

The third important change is the proposal to divide all the examinations higher than that of the Preparatory Grade into a “Grammar School Course” for those destined for the University or the higher branches of the Civil Service, and a “Modern Course” for those going to business or to scientific pursuits. Each pupil, at the age of fifteen, must select either side.

Minor proposals are that the Board shall, to improve science teaching, form a connexion with the Science and Art Department, occupying the position of a “Local Authority”; that the Board shall have the power to advance money on approved security to schools for the provision of scientific appliances and other things, or to help to start a new school in a sparsely populated district; and that some of the exhibitions awarded on the Honour Examination shall take the form of bursaries to assist the education of the pupil.

The results of this elaborate scheme cannot at present be estimated. Almost everything will depend on how it is carried out. The Report leaves most important details unmentioned, as in it only matters are gone into which require legislation. It is plain, for example, that the value of the proposed inspection will depend on the choice and equipment of the inspectors and the methods on which inspection is carried out; that whether the teacher remain enslaved, as he is at present, by the examiner will depend on whether the Board can thoroughly improve the examination papers; that much will depend also on the programme of studies adopted and the system of marking.

Some difficulties in the practical carrying out of the scheme suggest themselves. If we are to have distinct courses in the three higher grades (“Grammar School” and “Modern”), with distinct examinations in each (General Pass and Honours), schools will have thirteen classes for the examinations instead of, as at present, four. When the programme is known it may be possible to work some of the subjects in one class; but it is evidently intended that the courses shall be wholly different; and, if so, they will probably need separate preparation. In Ireland, where, with a small population separated by religious distinctions into many schools, the numbers are not large in any school, this multiplication of classes is a serious matter. It may be intended that a school should devote itself to either the “Grammar School” or the “Modern” side; but this, except in the three or four large towns, will be almost impossible in Ireland.

Again, it may be a great drawback that at the age of fourteen every pupil shall be compelled to choose either the “Modern” or the “Grammar School” course.

One of the defects of the Intermediate system has been that it did not touch the teaching of pupils below the age of twelve or thirteen. This still remains. No monetary encouragement or help from inspection is given towards the good teaching of junior classes and very young children.

It may also be reasonably doubted if so elaborate a system can be successfully carried out by an unpaid Board of seven gentlemen who, though most able men, are not educational experts, and each of whom is actively engaged in absorbing work of his own.

Everything depends on how the scheme is carried out. If the inspection be not good, it will bring a new crop of evils. If the examination papers be not radically improved, the defective type of teaching we have had will continue.

The value of the scheme lies in its flexibility. If the new powers now sought by the Board be given, they will be able to introduce changes tentatively, to modify them with fresh experience, and gradually to improve their own scheme, which is certainly capable of being made an immense improvement on the present system.

ALICE OLDHAM.

REVIEWS AND MINOR NOTICES.

Imperial Rule in India. Being an Examination of the Principles proper to the Government of Dependencies. By THEODORE MORISON. (7¼ x 5 in., pp. 147; price 3s. 6d. Constable.)

Mr. Morison has given us a book which is not only interesting, but also well written and sound in its opinions. It is both a pleasure and a profit to read this examination of principles, with sundry suggestions as to their application to practice. If now and then we hesitate to accept fully some of these suggestions, we do so with all due deference, for Mr. Morison has spent many years in India in close intimacy with the native gentry, and is at present a professor at the University College established by Sir Syed Ahmed Khan Bahadur at Aligarh, in the North-West Provinces. His main topic is that, in spite of our many excellences as governors, we do not contrive to make our government popular in India—partly because we leave undone many things which we might very well do; and partly because we do many others which, though well intentioned, are unsuitable to a dependency in India's present stage of development. He takes it for granted—and we, at any rate, will not contradict him—that our aim is so to rule the country that at some future time the country shall be at least fit to rule itself. The prime requisite for this is that India, as a whole, shall first have become a nation; or, at least, that “in her different provinces a national sentiment shall have arisen conterminous with definite territorial limits.” We must confess that we ourselves cannot see the traces of even the beginnings of such a state of things. The various races, with their various languages and faiths, are scattered through the length and breadth of India, and show no signs, as far as we can learn, of special conglomeration. Nor does Mr. Morison hold a different view. But he thinks, and with this we agree, that we might start and foster the growth of a sentiment of nationality by encouraging the various communities that inhabit India to unite in supporting one central authority common to all India, or distinct for each several province. To make this central authority attractive and popular in India, to make it the cause and the object of loyalty, it must not be an impersonal, machine-like government, but the personal, living rule of the Empress, evident, if not always, still often. Very well does Mr. Morison make this point and deal with its corollaries. Excellent also is his exposition of the blunders which, with all the good will in the world, we make in applying to the inhabitants of India maxims and principles of government which belong to the settled nationalities of Western Europe. The free press is one of these. The native press is allowed, nay, encouraged, to criticize the measures and motives of the Government—which commonly means to grossly misrepresent them—but no official is allowed to answer and refute these criticisms in any effective way or to expound the true mind of Government. The consequence is that natives inevitably come to believe the alleged facts and statements which they never see contradicted.

Again, there is the confusion which so often arises between the meaning of *opposition to Government* in England and its meaning in India. In England it means opposition to the Ministers then in power, who can be upset without damage to the Constitution. In India it means opposition to the Constitution itself. Government by representation and political parties is not possible where the great mass of the people do not care for politics pure and simple. Where representation has been tried in India on a small scale locally, the lines of cleavage have been found to be not political, but racial and religious. In fact, representation has but proved a means for calling forth and exercising those very animosities whose disappearance it is our desire to promote. The policy of the Indian Government with regard to its “collectors” also comes in for some wise criticism; nor is it difficult for Mr. Morison to show the bad results of constantly shifting the collector from post to post, so that he never gets to know the people intimately nor they to know him, and of the never-ending demand for reports, which waste so much time and energy. It must be gratifying to Mr. Morison to know that Lord Curzon is of his mind on this latter point, and has already inaugurated a reform.

These are a few of the topics which Mr. Morison handles with sound knowledge and good judgment, and with a certain brightness of style which is an inheritance. But we must not conclude without at least mentioning the topic of education.

With most that Mr. Morison writes on this we are in hearty agreement. There is an undoubted drawback in the University colleges being non-residential, and the students (lads of from fourteen to sixteen years of age) being allowed to live anywhere and anyhow, quite without control, and also in the consequence that the professors see little or nothing of their students outside the lecture-room. But we are not prepared to accept at once as an alternative that the colleges should become residential and denominational, each college restricting itself to a single denomination. We quite agree that in India more than one denomination in a single hostel would be quite impracticable—Hindus and Mohammedans, at any rate, would not go well together. But would it not be possible to have different hostels for the different denominations and to retain the mixed college? Mr. Morison does not consider the point. It would still keep out of the lecture-room distinctive religious doctrines—a matter of absolute necessity; and yet would allow of some religious education being given in the various hostels separately. But it is difficult to judge of such matters at a distance; and the plan might, after all, merely tend to mark more distinctly the very differences which we desire to keep in the background. The problem is not an easy one to solve; and Mr. Morison does not claim to have solved it. He has, however, given us many useful hints towards its solution for which we should be grateful.

Annals of Shrewsbury School. By GEORGE WILLIAM FISHER and J. SPENCER HILL. (Methuen.)

To the public spirit of its citizens, Shrewsbury, like Birmingham and other communities, owes its educational endowments. As we learn from this book, Shrewsbury was not among the towns scheduled for receiving back a portion of Henry the Eighth's ill-gotten spoils, through his son's pretended beneficence. It so happened, however, that the town had been despoiled of the estates of its collegiate churches of St. Mary and St. Chad, and the inhabitants, seeing that other places were recovering something of what they had lost, begged that the like favour might be granted to them. In addressing their petition, they were backed by the influential gentry of the surrounding districts, who, doubtless, held that a place so central and so important, for its relation to the Court of the Marshes of Wales, ought to be provided with a suitable grammar school. Under Thomas Ashton, its reputed first Headmaster, and, for his administration of its estates and his share in framing its statutes, its virtual founder, Shrewsbury at once sprang into the first rank of English public schools. In the first six years of his mastership, as we read, some eight hundred boys were admitted, and nearly every family of note in the surrounding counties was represented. At Shrewsbury, in its earliest days, the life-long friendship of Philip Sidney and Greville was cemented.

Unfortunately, this account of the school does not contain the original charter, though a footnote refers us to the appendix for it. The untimely death of Mr. Fisher doubtless accounts for this omission. In Ashton's “Ordinances,” however, we find that the government of the school was to be vested from 1577–78 onwards in the Bishop of Coventry and Lichfield, the bailiffs and burgesses of the town, and the Master and Fellows of St. John's College, Cambridge—an arrangement which lasted unchanged until 1798. Under Ashton's successor, Thomas Lawrence, the average number of scholars was about four hundred, and the school, three years after Lawrence's mastership, was described by Camden as “the best filled school of all England.”

During the fifty years of John Meighin, the third Headmaster's, reign its prosperity continued. A new school-house, a chapel, large additions to the library, and a goodly list of eminent pupils attest his energy and ability, though some miserable squabbles with the bailiffs, which are given in this volume in copious detail, were sadly disturbing. They should be read, however, if only as showing the traditional ineptitude of governing bodies. With fluctuating success, sinking in 1719 so low as to number only twenty-six boys, the school went on its career. One stroke of luck befell it about 1769 in a bequest of Dr. John Taylor, the great Greek scholar, who left the bulk of his valuable library to Shrewsbury, which, when added to the books the school had been gradually accumulating, formed the best school library in England, Eton only excepted.

A melancholy chapter in the school's history is that which records the achievements of Dr. Butler's predecessor, James Atcherly. This worthy's chief amusement appears to have been

to practise with a colleague kicking at a fitch of bacon hung in the kitchen, to see who could kick the highest. It is scarcely a matter of surprise that the boys made havoc of the library, and that at last the numbers dwindled down to three.

In 1798 a new Governing Body was appointed, and the Master and Fellows of St. John's College placed Samuel Butler in the Headmastership. From the account of him in the present volume it is difficult to discover the secret of Butler's amazing success. Very various are the estimates of his character and influence, but the fact remained that he could make scholars. Football he thought "only fit for butcher boys"; boating he would none of. He allowed the boys to play cricket and leap-frog in chapel before service, and to prepare their lessons during service, while he himself was sharply rebuked by Bishop Blomfield for sharpening his pencil in service-time. His sermons appear to have been chiefly scoldings for duck stealing, steeplechasing, and breaking the farmers' fences. Mr. F. A. Paley, whose evidence was confirmed by Dr. Kennedy, declared that for seven years he knew of no boy being a communicant. It is, one would think, pardonable to ask what peculiar fitness for a bishopric the powers that were perceived in Dr. Butler. The accession of Dr. Kennedy, himself an Old Salopian, and one of Butler's most brilliant pupils, augured for the school the continuance of its classical traditions and the establishment of a more modern and more reasonable régime. Our authors, who give a particularly pleasing sketch of him, note his extraordinary power of making his boys work for themselves. Having inspired them with a belief in the supreme excellence of the classics, he sent them to the original sources and to their "Sabrinæ Corolla." He was not given to long lessons or laboured correction of exercises, but when he taught he managed to give "life and meaning and interest" to any subject. His construing lessons, we are told, were marvellously effective. One of his pupils observes that it was "an education to see the version coming to the birth and gradually developing itself." Of the more recent developments of the school we have neither the space nor the need to speak. They are known to the whole educational world. It only remains to express our thanks to the compilers of these "Annals" for giving us this valuable account of a school which sorely needed an historian.

Maxims of Piety and of Christianity. By T. WILSON, D.D., Bishop of Sodor and Man. (Macmillan.)

In his admirable preface, Mr. Relton, while recommending the "Maxims" especially to the notice of the preacher and the student, yet claims—and justly claims—from the public at large a full, though tardy, recognition of their merits. If this indifference of English readers was in any way due to their dislike of Cruttwell's arrangement of the Maxims in alphabetical order, there is every reason to hope that this new edition may meet with the appreciation that was denied to its predecessors. We are accustomed now to dictionaries of music and dictionaries of art, to say nothing of a legal encyclopædia. We shall no longer shrink from what appears at first sight to be a dictionary of piety. In reality, of course, the Maxims are much more than this; they express, in clear and vigorous English, the inmost thoughts of a man who, though tried to the utmost alike by persecution and prosperity, yet lost nothing of his steadfast faith, but remained to the end of his life a strong and earnest Christian. It is by their courage, honesty, and strong good sense that these Maxims must appeal to every Englishman. "Christians are not to be terrified without reason"—here is a strong note of courage to be found in the writings of a man imbued, as were almost all deeply religious men at that period, with something of the stern and unlovely theology of Calvin. This small sentence shows us the man himself, beloved alike by his own flock and the Catholics and Quakers whom his creed condemned—a man of God in the best sense, because he knew the world in which he worked. "When I advise you to search your ways, I must also caution you not to do it with a mind full of terror." The same calm strength appears in this maxim, the same brave humility. Matthew Arnold compares the Maxims to the "Meditations" of Marcus Aurelius, speaking of them both as written for the eye of the writer alone. But, if one can judge from internal evidence, the Bishop's Maxims were not private to the same degree as the Meditations of the Emperor. They seem rather to form a collection of thoughts and phrases put together for the ultimate use of others—each maxim a foundation, not of self-questioning for the priest, but of guidance and instruc-

tion for his flock. The force of the sentence quoted above, "When I advise *you* to mend *your* ways," the maxim that comes under the title "Hell," and many others, seem to point to this—that the book is really a collection of notes for future sermons.

Of course, this in no way detracts from its value; the Maxims are none the less the expressions of the inmost thoughts of their author. In fact, this view accounts for the clearness and directness of expression that is so marked a feature of the Maxims. They are not the vague questionings of a mind searching for the answer to the everlasting riddle; they are rather the firm decisions of the master who knows what it is that he has to teach. The chief merit of the Maxims lies in this—that their strong good sense renders them applicable to men of all ages and ranks, and, with few exceptions, to the habits of life of any century. There are, of course, some that belong exclusively to the Bishop's own time—for example, the description of charms as "a sort of magic that the Devil gives life to," or the violent denunciation of stage plays; but, on the other hand, there is abundant evidence of a practical sense of things as they are that is almost startling in the works of a churchman of the seventeenth century. "Christians," says the Bishop, in speaking of hypocrisy, "bear malice in their hearts, and only take care not to show it in outward acts."

There is, in short, scarcely a sentence in the book that will not repay a careful study; but few works in the English language contain so much good sense and good morality in so small a compass, and we can only hope that the public will, by their appreciation of this excellent edition, make amends for their former neglect of Bishop Wilson's Maxims.

"Athenæum Press Series."—*Memoirs of the Life and Writings of Edward Gibbon.* Edited, with Introduction and Notes, by OLIVER FARRAR EMERSON, A.M., Ph.D. (7¼ × 4¾ in., pp. lxxv., 279. Ginn & Co.)

Dr. Emerson is Professor of Rhetoric and English Philology in Western Reserve University, and his accurate and adequately annotated edition of Gibbon's well known autobiography is a work on which he has spent much time and labour with highly satisfactory results. Without going too much into detail, it will be sufficient to remind our readers that Gibbon left no less than six sketches of his life or of periods of his life, with, of necessity, much overlapping and difference in scale and contents. The editor's task has been to ascertain the dates and comparative values of these sketches, and then to weave them together so as to produce a fairly complete narrative in Gibbon's own words. The introduction, naturally, is devoted to the critical discussion of these sketches—which were edited three years ago by Mr. John Murray, under the title of "The Autobiographies of Edward Gibbon"—and to other matters arising out of them. We are also given a sketch of the last three years of Gibbon's life—not included in the sketches—and a brief appreciation of his style as a writer. The notes, which are to the point and generally brief, draw much of their information from Gibbon's private letters (edited in 1896 by Mr. Rowland E. Prothero), some from his miscellaneous works, and some from other writers on subjects connected with Gibbon. But they owe much also to Dr. Emerson's own investigations; while, of course, he is responsible for the selection of the notes, the form given them, and for their verification. The whole result, as we have already said, is highly satisfactory, and we have now as accurate and complete an account of Gibbon's life as we can reasonably expect ever to have.

Lord Sheffield's edition of the Memoirs suffered from one serious drawback, which the publication of the Autobiographies made very apparent. For various good reasons he omitted several passages from the accounts which Gibbon left of himself. These passages are now restored, and Dr. Emerson very justly remarks that, while the omissions are in no way discreditable to the editor when we remember the date at which he published his book, the passages themselves are not discreditable to Gibbon, but simply show how frank and straightforward he desired to be—as, indeed, the rest of the Memoirs led us to expect. He did not, of course, tell us everything; but he did not seek to conceal or to explain away anything. He was writing the memoirs of a man of letters, and not a psychological study of character; and, in its own special field, his record of his literary life is one of the most striking

works ever written by a great author. Thanks to Dr. Emerson, we now possess it in a form which every one can get and every one read with comfort and with pleasure.

The Book of Job. With Introduction and Notes. By E. C. S. GIBSON, D.D. (Methuen.)

In his prefatory note, Dr. Lock states that the series of "Oxford Commentaries," to which this book belongs, has for its primary object the interpretation of each book of the Bible in the light of modern knowledge. This duty is, in the present instance, admirably fulfilled. In his introduction and notes, Dr. Gibson collects and discusses the opinions of those who have dealt with the many and difficult questions raised by the Book of Job. To take two instances: Dr. Gibson decides, after citing the authorities on this point, that the speech of Elihu (chapters xxxii.-xxxvii.) belongs to a later date than the rest of the book. In chapter xix. the learned commentator agrees with those who hold that Job has fought his way through his sorrows to a new and sublime belief, a belief that after death he will be rewarded for all his anguish, that he will see God, that he will live again. The arguments on both sides of the question are clearly and fully set forth, and Dr. Gibson has come to his decision after long and careful deliberation; but there seems to be one point, possibly a small one, that might be made, perhaps has been made, against him, and those who hold with him, that Job, in this beautiful passage, is expressing his belief in a future life. The book is a dramatic poem of the highest order; in the prologue Satan receives permission to try to the utmost the faith and patience of a virtuous man. He strikes Job, strikes him blows so terrible that it is difficult to see how, in this world at least, the father, robbed of his sons, can ever win back all the happiness that he has lost. The purpose of the book demands that, when the storm of Satan's persecution has passed away, the man should be left once more peaceful and happy. If the writer intended that Job, out of his terrible agony, had won the belief in a future life, surely the best, the most fitting, the most simple conclusion of the poem would be to place the last scene of the drama in Heaven, as the first was placed; to leave the wretched father's tortured body on the earth, and bring his soul at last before his God. But this the author does not attempt to do; he faces the terrible difficulty of restoring this man, who has lost so much that can never be replaced, to the same state of material prosperity in which we found him at the first. "The Lord gave Job twice as much as he had before." This seems to us to be an obstacle in the path of those who hold that Job believed that he would live again; we should have rejoiced to see Dr. Gibson remove it out of the way.

The arrangement of the introduction is no less admirable than its matter; the notes throughout are clear and good; in short, Dr. Gibson has done his work extremely well. The text is the text of the Revised Version of the Scriptures.

A History of Bohemian Literature. By FRANCIS, COUNT LÜTZOW. (Heinemann.)

Knowledge is surely being done up into bundles and sold dirt cheap, since so many distinguished persons have consented to write short histories of the literature of the world. Prof. Murray has "Ancient Greek Literature" ready to take away with you for 6s.; Prof. Dowden has "French Literature" in one well tied parcel for the same price; and here is Count Lützow with "Bohemian Literature" and a few hundred names fit to break your jaws or frighten a ghost away, which you please. His position in the land of the rapacious public is certainly more enviable than that of his predecessors. He, at any rate, is safe from the attacks of the advanced skirmishers, the reviewers and critics. Not even the arrows of their learned ignorance can pierce his Bohemian entrenchments. For, though they had all heard of the engaging race of Bohemians, and dimly suspected that some portion of Europe had been assigned to them after the upheavals of the last nineteen centuries, and, though readers of Consuelo were prepared to admit a certain amount of troubled history, it has become almost an impossibility to them to conceive of a distinct Bohemian literature. So they return discomfited to their comrades awaiting them in the camp, bidding them go and see for themselves. When they get there they find that the Count has divided his stronghold into three main compartments (such

of it as has escaped the envious hand of the destroyer), the first stretching from earliest times to the days of Huss, the second from Huss to the battle of the White Mountain, and the third from that battle to the present day. In the first of these divisions they find themselves in a garden of strange delights, so that they could quote the words which the Bohemian legend puts into the mouth of St. Dorothea:

A garden, a delightful one,
In which manifold fruits,
Apples, flowers, and roses,
I shall gather.

Never before, surely, were there such quaint legends, such interrupted epics, so much religious fervour, and so profound a melancholy. The overhanging mountains of plagiarism and the respective authenticity of manuscripts are not allowed to hide from his view all this luxuriant foliage. Later on, with the approach of Huss, the garden becomes bleaker and sterner in character, and a battlement or two is seen in the distance ready to frown on humanity without should it become too presumptuous. Still later on—but let the reader go and see for himself. Fortunately for him there are no Bohemian open sesame or watchwords to bar his progress.

Now for a few words in plain English. Count Lützow, remembering what is required of him, never forgets his character of literary historian. He is wise enough to quote constantly, and endeavours to be both exhaustive and concise. As regards the promotion of a genuine interest in Bohemian literature, a smaller volume, written more from the standpoint of the *littérateur*, would be more effective than the present mine of information. But then the effect on the reviewer would be scarcely as salutary.

In Memoriam. Poèmes de Lord Alfred Tennyson traduits in vers français. Par LEON MOREL. (Hachette.)

A more impossible task than the rendering of "In Memoriam" in French verse we can hardly conceive, and the comparative success attained by M. Morel excites the same surprise and admiration as Mr. Jebb's version of "Abt Vogler" in Pindarics. Not only is M. Morel a past master of English, but he appreciates to the full the peculiar charm of Tennyson, and, in part at least, reproduces it. Take, for instance, the last lines of the famous autumn landscape: "To-night the winds begin to rise."

L'inquiétude farouche où se plaît le malheur
Prendrait plaisir à voir ces lointaines nuées
Qui, toujours gravissant, montent plus haut aux cieux,
Poussent avec lenteur leur masse au sombre front,
Puis tombent à l'ouest en un chaos croulant,
Bastion menaçant frangé de mille feux.

Here the scoffer might object that "dote and pore" is shirked; else the lines satisfy both ear and sense, nor does the extra foot of the Alexandrine offend us. Or take the *pendant*:-

Calm on the seas, and silver sleep,
And waves that sway themselves in rest,
And dead calm in that noble breast
Which heaves but with the heaving deep.
Calme en mer, où l'argent miroite, en leurs vagues,
Où le flot balancé s'endort avec douceur;—
Et calme de la mort, hélas! au noble cœur
Que soulève le seul soulèvement des vagues.

Take again a test line:

On the bald street breaks the blank day.
Et lugubre, à travers le brouillard et la pluie,
Sur cette morne rue a point le blême jour.

"Lugubre" is a faint echo of "ghastly," but the last line is admirable. Now and again, as is inevitable, the cloven foot of prose peeps out. "I should not find it strange," "Je ne serais pas surpris d'un tel événement." "'Tis better to have loved and lost," &c.: "C'est que mieux vaut l'amour suivi d'un deuil austère que la peine de celui qui ne sait pas aimer." Once and again, too, the sense is missed. "Où naît après la fleur une autre fleur encore!" is a misrendering of "When flower is fading after flower." "Dans la perfection de l'amour idéal," for "In loveliness of perfect deeds." Here the epithet is, to say the least, misleading, and the neglect of the epithet chilling. The "filmy shapes" of canto xcv. are not bats, but moths; and "Eclate ô profond vase où tombèrent les pleurs," makes what is obscure in English unintelligible in the French. Such failings are, however, exceptional, and often the French serves as a

useful commentary. To our numerous readers who interest themselves in the art of translation we commend the volume as a valuable model.

"Story of the Nations Series."—*Modern England before the Reform Bill.* By T. JUSTIN MCCARTHY, M.P. (Fisher Unwin.)

In an age when politics is the possession of the many, and when street urchins quarrel over rival State policies, it is certainly desirable that authorities like Mr. Justin McCarthy should enlighten the popular consciousness by handbooks like the present. Few except the most thoughtful realize the stupendous changes in thought and manners that have characterized the dying century. Mr. McCarthy's two volumes ("England 'Before' and 'After' the Reform Bill") will do a great deal, we should imagine, to add to this select circle. "My wish," he says in the preface, "is to tell the story of England's nineteenth century in such a manner as to secure it an easy way to the understanding and a place in the memory of even my youngest readers." He would give a "picture of events" rather than a "chronicle or record."

So we have a concise account of the early history of the century, from the Napoleonic war and the subsequent peace to the great reform agitation ending in the removal of religious disabilities, the great Reform Bill, the suppression of slavery in the colonies, the Factory Acts, &c. As a politician, Mr. McCarthy naturally devotes a considerable portion of his space to the leading personalities who defended or opposed reform in Parliament. Unlike a politician, he endeavours to see the standpoint of each, and, though there is no mistaking his sympathies, to be fair to all concerned. The portraiture of public men and their aims has always been a vexed question, and will remain so, we suppose, to the end. An interesting bit of social history is found in the pages dealing with "climbing boys" and their prohibition by Lord Shaftesbury. "It seems hard to realize," to quote the writer's words, "that it was the settled conviction of all men and women who had what is called the practical mind, that there was only one way of properly cleansing a chimney, and that was by sending a little boy with a broom to climb his way through it."

This portion, together with the copious illustrations (including a fine view of Windsor Castle) should appeal to the street urchins above mentioned, should the benevolent feel inclined to give them a share in this historic feast.

"The Warwick Library."—*English Satires.* Edited by C. H. HERFORD, Litt.D. (Blackie.)

It is doubtful whether a genuine love of English literature will ever be generated by volumes of selections, even though they be as skilfully compiled as they are in the book before us. "The Warwick Library" is valuable to teachers and students, as it provides at moderate prices access to masterpieces which are often difficult to obtain, and just those portions of the masterpieces which are best worth reading.

Mr. Smeaton's preface to this volume is a condensed and clear account of the history of literary satire from its classical founders right down to a modern-time Calverley. The chief significance of the preface, and, indeed, of the selections, lies in the broad sense in which the term "satire" is interpreted. The perusal of them leaves the reader with the impression that the greater portion of our non-dramatic literature is given up to satire. One must confess, also, to a certain surprise when poems like Browning's "Cristina" and Thackeray's little ditty, "Piscator and Piscatrix" appear in the selections with "Hudibras" and company. If satire be taken to mean an acknowledgment of the gulf that yawns between the ideal of the artist and the solid facts around him, then a great part of literature is certainly in the form of satire, and an artist must often be as unable to dispense with it as Plato was unable to refrain from *εἰρωνία* in his "Dialogues."

But it seems to us (though we run the risk of being thought old-fashioned) that literary satire must be a satiric composition consciously directed against some social vice or foible, and Mr. Smeaton's definition, "a quality of style," appears to us far too vague and comprehensive. "Jane Eyre," for instance, literally burns with satire in places, but you could scarcely call Charlotte Brontë a satirist; while no one would hesitate to give that title to her great contemporary, the author of "Vanity

Fair." The difference lies in the fact that, while Charlotte Brontë's satire is incidental to the main theme of the story, Thackeray is nothing if not satirical. But a question of literary definition will not interfere with the enjoyment of the selections, which are calculated to please most students. No standard example seems to be omitted, and the insertion of less familiar examples, though it will not please all, will give food for what students love so much, "a difference of opinion."

An Introduction to Greek Prose Composition. For use in Preparatory Schools and the Lower Forms of Public Schools. By H. PITMAN, M.A., Assistant-Master at Eastbourne College, late Scholar of Oriel College, Oxford. (Price 2s. 6d. Macmillan.)

This little book, intended for use in preparatory schools and the lower forms of public schools, seems to us to be as well adapted for its purpose as any that we have seen. The exercises are carefully graduated, and the explanatory chapters avoid burdening the beginner with unnecessary matter, and yet are full and lucid. One or two things have struck us as calling for revision, which can, of course, be easily effected in a later edition. On page 3, the future of *κομίζω* is given as *κομίσω*, a form which is very late, the Attic always being *κομίσω*. On page 12, *οἱ ἐν τῇ πόλει ἄνθρωποι* is rightly translated "the men in the city," *οἱ ἐν τῇ πόλει* being called an adjective. It might well be added that the article with an adverb in Greek can always form an adjective. The difference between *ὥστε* with the indicative and with the infinitive is excellently explained on page 16, but it is perhaps unfortunate to straightway translate "We conquered, so that the barbarians fled," by *ἐνίκησαμεν ὥστε τοὺς βαρβάρους φεύγειν*, in defiance of the rule, although, as the writer states, the distinction cannot always be kept in practice. On page 27, "He said that we should conquer" is correctly rendered by *ἔλεξεν ὅτι νικήσοιμεν*, but it might be added that the future optative can only be used in *oratio obliqua* to express a future indicative in *oratio recta*. On page 35, in the chapter on Indefinite Construction, the rule might be given that compounds of *ἄν* are always followed by the subjunctive, although a sharp boy might infer this from the examples quoted. In the chapter on Conditional Sentences, the reader is told that "If you say this you will be wrong" can be rendered either by *εἰ τοῦτο λέξεις* or *εἰάν τοῦτο λέξης*. But it is surely dangerous to allow a beginner to assume that *εἰάν* with the subjunctive and *εἰ* with the future are identical in meaning, and not to refer to the particular modal use of the latter. If this is thought too advanced for an elementary book, it might be omitted altogether; the other view is absolutely incorrect. The same error occurs on page 50.

But, as we said before, the book is a distinctly good one. The continuous *proses* are admirable, the vocabulary all that is needed, and the general style of the book excellent.

Demonstrations in Greek Iambic Verse. By W. H. D. ROUSE. (Price 6s. Cambridge University Press.)

We have here the substance of composition lectures given by Mr. Rouse to the Rugby Sixth, and, if verses are to be taught at all, this is undoubtedly the right way to set about it, and not the traditional correction of blunders or dictation of a fair copy. The method is not absolutely original, as Mr. Rouse supposes. We could name several living teachers who practise it, and that recommended by Dr. Abbott in his "Lectures on Latin Verse Teaching" (also published by the Pitt Press) is very similar. Whether the game is worth the candle is a standing quarrel on which we decline to enter, though Mr. Rouse again throws down the glove. Let us frankly allow that it exercises all the mental powers called forth by the double acrostic and the Chinese puzzle, that is, memory and ingenuity. The pupil is instructed to start with his square or rectangle (a cretic or molossus), and then complete the frame with triangles of various shapes (iambics, spondees, &c.). To do this successfully he must possess a fair vocabulary, and be able to twist and turn and manipulate this vocabulary. Mr. Rouse shows him very skilfully how the trick may be done. First he gives him a large choice of words, and then rejects the unpromising. Then, having formed the keystone of the arch, he builds brick by brick the lofty rime. The weak point of these Demonstrations is that the pupil will be conscious from the first that it is all a foregone conclusion. It is just like Edgar Poe's demonstration of how he wrote the "Raven." Thus, it is proved conclusively that

θάλασσαν αὐτάνειν
ὀφθαλμοτέγκφ δακρύων πλημμυρίδι

is the right rendering for

"With tearful eyes add water to the sea";

but, if the pupil has not happened to have read the "Alcestis," it would be impossible for him to have hit upon this turn. And, further, would not this fair copy, which a scholar would pronounce the high-water-mark of translation, strike a Greek as no more admirable than "incarnadine the multitudinous great Neptune" would appear to an Englishman as a rendering of *αἵματι πόντον φοινίσσειν*? The treatise would be much more useful had Mr. Rouse condescended to give second-rate or even faulty versions, pointing out where the faults lay. At any rate, he should have supplied alternatives. Is there, by the way, any authority for the short *oi* in *olos*? In *olos τε*, of course, it is often short.

Higher Greek Prose. By H. W. AUDEN, M.A., Assistant-Master at Fettes College. (2s. 6d. Blackwood.)

A manual of well graduated exercises in Greek prose composition, ranging from short sentences to continuous pieces from standard English authors. The introduction consists of hints on the art of good composition and notes on points of idiom, for the most part accurate and serviceable. The section on page 29, dealing with conditional sentences, strikes us as needing revision. It is far from clear, and not always accurate. For instance, can *εἰ ᾤει καλῶς ἂν εἶχε* mean "if he came (but he won't)"? And it is not quite satisfactory to dismiss *εἰ* with the future with the curt remark: "Very vivid, rather rare." After all, this is, as the title tells us, a "Higher Greek Prose-Book"! A list of noticeable passages for historic and narrative style seems likely to be useful. The vocabulary is good as far as it goes; but the student should be careful to use it always in combination with his lexicon. For example, "need, *δέομαι, ἀπορέω*," might be misleading without further knowledge of the words.

Greek Prose Phrase-Book, based on Thucydides, Xenophon, Demosthenes, Plato. By H. W. AUDEN, M.A., Assistant-Master at Fettes College. (Blackwood.)

We confess that one paragraph in the preface to this work rather prejudiced us in its favour. It is this: "It does not profess to contain everything, its object being rather to stimulate a boy's own activity and suggest that he should add more phrases from his own reading. It is for this purpose that the book has been interleaved. Boys ought to do something for themselves towards scholarship. They nowadays expect to have everything done for them." Yet, in spite of this disclaimer, we are inclined to think that the book will tend to encourage boys to expect to have things done for them, so comprehensive is it and so replete with translations of even the commonest phrases. But the result, regarded from the point of view of Greek prose, is distinctly good. Some things, as is only to be expected, strike one as needing revision. For instance, on page 1, "the world" is translated by *ἡ οἰκουμένη*. It should surely be explained that this expression is confined to Demosthenes and authors subsequent to the classical period. "Unwritten laws" is expressed by *ἄγραφα δόγματα*; but we venture to think *νόμοι ἄγραφοι* a commoner phrase. On page 61, "the defendant" appears as *ὁ κρινόμενος*. Yet *ὁ φεύγων* is at least as frequent, and should be added as a parallel to *ὁ δίκων*. On page 31, "philosophers" are represented by *οἱ ἐν φιλοσοφίᾳ διατριβόντες*; but the very ordinary Platonic equivalent *οἱ σόφοι* is not given at all. Still, these are, perhaps, refinements of criticism, and we repeat that the book is likely to be of great service to schoolboys and schoolmasters alike. The idea of interleaving is especially commendable.

"Black's Classical Series."—*Homer's Odyssey, Book IX.* Edited, with Introduction and Notes, by A. DOUGLAS THOMSON, M.A., D.Litt., Lecturer in Greek in the University of Edinburgh. (A. & C. Black.)

A well produced and clearly printed edition of one of the most interesting books of the "Odyssey." The introductions—on the general story of the book and Homeric grammar and syntax—are excellent, and the notes lucid and accurate. The longer notes—such, for instance, as those on *ἀθεμίστων* (line 106), on *ὄψ' ὀδῶς* (line 135), on *βαθείης ἔκτοθεν αὐλῆς* (line 239), on *κλήρῳ πεπαλίσθαι* (line 331), &c.—are full of useful information, which is bound to be of great benefit to the reader.

Lower Latin Unseens. Being Passages for Translation at Sight in Junior Classes, selected and arranged, with Introductory Hints on Translation, by WILLIAM LOBBAN, M.A., Classical Master, Girls' High School, Garnethill, Glasgow. (Blackwood.)

A good selection of Latin unseens, which will be welcomed by all teachers of Latin. The passages are almost all of them of distinct interest in themselves, and are arranged in graduated order of difficulty. An introduction, containing hints on translation and specimens of English rendering of different passages, is a commendable feature of the book.

Forum Latinum: A First Latin Book. By EDWARD VERNON ARNOLD, Litt.D., Professor of Latin at the University College of North Wales. (Edward Arnold.)

A book of mingled grammar, syntax, and exercises, intended to serve roughly as a single year's course for those who begin Latin at a

rather later age than usual. It will, no doubt, be found useful by many students, but presents no marked feature of interest, save that, "where authors are not consistent in their use of forms, it has been thought sufficient to give those only which are best established—e.g., the ablatives *meliore*, but *felici*; *amante* (participle), but *amanti* (adjective). Forms with so little authority as, e.g., the imperatives *fi*, *fi* are excluded altogether"—an excellent principle, and one which might have been carried even further.

Hora Novissima. A Metrical Version of parts of Bernard de Morlaix's "De Contemptu Mundi." With text appended. By CHARLES LAWRENCE FORD. (Price 1s. 6d., net. Houlston.)

This essay in translation will interest not only students of hymnology, but our numerous prize competitors, to whom we recommend it as showing how an almost hopeless problem can be solved by resourceful scholarship and patient ingenuity. Mr. Ford has preserved the rhythm and double rimes of the Latin leonines, and, at the same time, adheres very closely to the meaning of the original. Only in one particular has he departed from the Latin metre. Following Lord Bowen's example, he has substituted a monosyllable for the final spondee or trochee of the hexameter; and herein, there can be no doubt, he is well advised. The opening lines will serve as well as any for an example—

"Hora novissima, tempora pessima sunt, vigilemus.

Ecce minaciter imminet arbitri ille supremus.

Imminet, imminet, ut mala terminet, aequa coronet;

Recte remuneret, anxia liberet, aethera donet."

"Late is earth's history; ripe is sin's mystery; slumber no more!

Vengeance is looming, the Arbiter dooming, the Judge at the door!

Nigher and nigher, to evil a fire, of right the reward,

Paradise bringing, and crowning with singing the saints of the Lord."

Of the 3,000 lines to which the "De Contemptu Mundi" runs, only some 250 are here given. When we add that the specimen is quite long enough we intend no slur or reflection on the translator. He has done his work as well as it could be done; but it is, after all, a *tour de force*. Only a monk in his leisure hours, of which, like Heine's Duke, he had daily twenty-four, could have set about spinning such a Daedalean web, which stands to poetry as the tapestries of Rheims Cathedral do to painting—"Haud equidem invidio miror magis." In parts the text seems corrupt, and we wish Mr. Ford had indulged us with a few more notes. In lines 81, 82, we should be inclined to emend—

Coelica gratia criminis praemia non modo donet,

Sed super aethera (*suspice viscera tanta*) coronet.

Lower Latin Prose. Consisting of Rules and Exercises on the Simple and Compound Sentence, and Selected Pieces for Continuous Prose. By K. P. WILSON, M.A., Assistant-Master at Fettes College. (2s. 6d. Blackwood.)

A well arranged and helpful manual of Latin prose composition, the text of which is, as it should be, "simple precedes complex"—i.e., the student is enabled to thoroughly grasp the simple sentence before he proceeds to the compound. Through a course of rules and exercises upon them we are led up to a series of continuous prose, "easy," as the author says, "and within the reach of a moderate vocabulary," yet expressed in good English and free from the hackneyed and un-English terms that too often weary the learner. The vocabularies, both those contained in the text and the general vocabulary at the end of the book, are good, and the whole book is well printed and clear. We can unreservedly recommend the work.

"Macmillan's Elementary Classics."—(1) *Virgil, Georgic III.* By T. E. PAGE, M.A. (2) *Virgil, Aeneid XI.* By T. E. PAGE, M.A. (3) *Thucydides, Athenian Disaster in Sicily.* By E. C. MARCHANT, M.A. (1s. 6d. each.)

(1, 2) The first two of these works need no recommendation from us. Mr. Page's gifts as an exponent of Virgil are so well known that it goes without saying that these latest volumes of his are as good for elementary students as can be wished. They are both accompanied by short, but excellent, introductions and vocabularies so full and satisfying that the reader can desire nothing further. It should be added that the vocabulary to "Aeneid XI." is by the Rev. G. H. Nall, M.A., assistant-master at Westminster School.

(3) The "Thucydides" is equally good, giving as it does, for the benefit of young Greek scholars, an easy exposition of "an episode which is the subject of one of the most celebrated passages in literature." A short historical introduction, an appendix on the peculiarities of Thucydides, and a clearly drawn map of Syracuse and the walls and counter-walls add greatly to the usefulness of the book. The vocabulary and index of proper names are very comprehensive.

"University Tutorial Series."—*Virgil, Aeneid, Book VI.* Edited by A. H. ALLCROFT, M.A. Oxon., and B. J. HAYES, M.A. Lond. and Camb. (1s. 6d. University Correspondence College Press.)

An edition with little to note that is striking. It will doubtless be found useful by students for the London examinations; but it appears to be somewhat lacking in scholarly appreciation. The notes are, as a rule, accurate and clear; but the translation of "quisque suos patimur manes" by "we suffer each from his own spirit" is not

intelligent, and hardly intelligible. Why, too, desert the translation "good" of *pius* for "dutiful"?

Longmans' Illustrated First Latin Reading-Book and Grammar.

By H. R. HEATLEY, M.A.

This is, indeed, a new departure, being nothing else than an elementary Latin reader, after the style of "Gradatim," copiously illustrated with pictures explanatory of the text. Beyond this feature (which we are not sure that we like) the book has nothing remarkable about it. The pictures, by Mr. Lancelot Speed, are clever enough as they go.

Elements of Prose. By W. A. BROCKINGTON PRICE. (Price 2s. 6d. Blackie.)

This is a sound and sensible manual of rhetoric, and, to make it a useful class-book, needs only some expansion and an appendix of exercises. With the author's major premiss that a knowledge of the laws of composition is, if not indispensable, at least a great assistance and saving of time to the youthful essayist, we heartily agree; but it is none the less true that *en écrivant on devient écrivain*. The reconciliation of these two opposite principles must be found in carrying on simultaneously the study of principles and their application. Thus the errors in language and arrangement taken from the actual compositions of pupils are among the most useful parts of the book, and we only wish there were more of them. We desiderate similar specimens of faulty "predicative paragraphs," defective "paragraph-glides," and so forth. The last chapter, on "Figures of Prose," might well be omitted as common form, and room found for skeleton essays, heads of a narrative to be expanded into a proper story, errors in style to be corrected. We have noted in passing a few points of disagreement. The author's corrections from colloquial to literary English are not always improvements. "Extremely touchy" is more graphic than "very irritable"; "*well up* in the habits of animals" is perfectly good English, and needlessly changed to "learned"; and to substitute "much more" for "a great deal more" is pedantic. "Quickly following in his footsteps" and "following quickly," &c., is not a happy instance of the unemphatic and the emphatic adverb, and a still less fortunate instance is "he slept often during the day" and "he often slept during the day," where the meaning differs. "In a series of adjectives the more general should precede the more particular—e.g., 'his plain, green-eyed heroine.'" Surely the opposite rule would be nearer the truth. The particular leads up to the more general as a climax. "The earth smiles with plenty" may have been conversational English in Dr. Blair's day, but nowadays it would be a ridiculous affectation; and it would have been well to point out generally the differences between the language of poetry and of prose. "Epithet" is used in a novel sense for "descriptive circumlocution," as "the great lexicographer" for "Johnson."

The Certificate History of England, 1700-1789. By A. J. EVANS, M.A., and C. S. FEARENSIDE, M.A. (Clive.)

This is a collection of extracts from "The Intermediate Text-Book of English History," put together with a view to the Certificate Examination. Reference to the parent book is made easy by keeping the numbers at the head of the pages the same in the smaller as in the larger volume. The collection, with its notes and references, should serve its purpose very well. The charts and tables introduced form valuable aids to the student in understanding and remembering the intricacies of the Spanish Succession, for example, and the diplomatic relations of Great Britain with other European Powers. We wish that the map of Europe at the beginning had been made on a scale large enough to give the situation of more places of historical importance, and an index would, we think, prove a great assistance to the reader; but, in hands of so small and otherwise excellent a book, this is too much to ask.

Petits Chefs-d'œuvre Contemporains. Edited by JULES LAZARE. (Hachette.)

The six short stories fully justify the title. Jules Clarettie's "Boumboum" and Maupassant's "La Parure" are familiar to all French scholars, but Arsène's "La Maison Bleue," Theuriot's "La Pipe," Richepin's "Le Tambour de Totos," and Coppée's "L'Enfant perdu" are equally good. The notes are limited to translations of the harder phrases, but the renderings are correct and idiomatic. There is also a vocabulary.

Anatomical Diagrams for the use of Art Students. By JAMES M. DUNLOP, A.R.C.A. (George Bell & Sons.)

Mr. Dunlop gives in this book a short course of instruction in artistic anatomy, chiefly by means of diagrams. The book should prove most helpful to art students: it supplies them with useful knowledge in a most accessible form. The diagrams are exceedingly clear and well arranged, showing the various positions which can be taken by bones and muscles. Paper and general get up are all that could be wished.

A History of Chemistry. By E. VON MEYER. Translated by G. MCGOWAN. (Macmillan.)

This is the second English edition, translated from the second German edition, with numerous additions and alterations. The transla-

tion of the first German edition was issued in 1891, and, as it is practically the only English book dealing with the history of chemistry, it met with a wide reception. In this second edition there are sixty additional pages, the more important occurring in the organic part. The subject-matter has been brought up to a very recent date, and the book is a very valuable addition to the standard scientific literature of the day.

Matter, Energy, Force, and Work. By SILAS W. HOLMAN. (Macmillan.)

The aim of this book, in the words of the preface, is to present, in a plain and logical manner, some fundamental ideas and definitions of physics. The purpose is not to set forth the experimental side of the subject, nor to describe phenomena or laws; the intention is rather to assume a slight knowledge of these, and to proceed in an orderly manner to develop the concepts and definitions. The first of the two parts into which it is divided treats of the subject-matter proper; the second summarizes the chief theories of the nature of matter, energy, and force. The book is not an easy one to read and digest, but it will well repay perusal, especially in the case of teachers and students, as tending to arrange the fundamental concepts in a clear and logical manner. Two new words are coined, *weightal* and *kinergely*, for the definitions of which we must refer the reader to the book itself. The utmost confusion, the author says, prevails in physics in the use of the terms force and energy. The former cannot exist apart from the latter, and work is defined as any process of transference or transformation of energy. The book contains two interesting letters—one from Lord Kelvin, the other from Prof. J. J. Thomson—written to the author, last year, with respect to the vortex-atom theory. Lord Kelvin says it is not possible to explain all the properties of matter by the vortex-atom theory alone, and that he has not found it helpful in respect to crystalline configurations, or electrical, chemical, or gravitational forces. He also, with great regret, abandons the idea that a mere configuration of motion suffices to explain the nature of an atom.

An Introduction to Practical Physics. By D. RINTOUL. (Macmillan.)

This little book is adapted to boys of thirteen or fourteen years of age, and is based upon the laboratory notes which have been in use at Clifton College for some years past. Mr. (now Prof.) Worthington's "First Course of Laboratory Practice," issued when he was science master at Clifton, was the pioneer work in this field, and the book before us is based on the same lines, but has been written with the benefit of several years' experience in teaching the subject. Part I. treats of mensuration and hydrostatics, Part II. with heat, Part III. with experimental dynamics. After performing an experiment, the pupil is asked what the result of his experiment has been, and the conclusions to be drawn from it are indicated by a series of questions. We can thoroughly recommend the book as being a very suitable first book for young boys.

An Elementary Course of Physics. Edited by J. C. P. ALDOUS. (Macmillan.)

This book is divided into three parts, for each of which a different author is responsible. The editor undertakes the Mechanics, Hydrostatics, and Heat, which form Part I.; Mr. Eggar deals with Wave Motion, Sound, and Light, in Part II.; and Prof. Barrell writes on Electricity and Magnetism, in Part III. The book consists of 850 pages, and took its rise from a desire to relieve the subject of the foreign element of unreality, and to give a modern and practical course of natural philosophy in a compendious form. On reading it through we confess we have often been reminded of a blind lane. To our mind the third part is the least satisfactory. The subjects it deals with cannot be said to be viewed from the modern standpoint, and many important experimental methods are absent. Frictional electricity is treated on the old + and - method, only a cursory reference being made to the one-ness of electricity. A chapter on Potential is sandwiched between the frictional and current electricity, and we are told that all the phenomena of induction may be explained by considering the potential at various points, but unfortunately there is no space for these explanations. In describing the electrophorus the sole is mentioned, but its use is not referred to. The astatic galvanoscope is not mentioned, and the recent developments of electro-magnetic radiations are conspicuous by their absence. The first part contains a good description of the steam engine, accompanied by a working model of a cylinder with movable piston and slide-valve. The illustrations are good, and the book is got up in an attractive form, and will, no doubt, be useful to those who desire to go through a course of physics as a preliminary to other work.

The Travellers and Other Stories. Written and pictured by Mrs. ARTHUR GASKIN. (Bowden.)—The pictures are of brightly coloured little figures, something in the Kate Greenaway style, accompanied by a riming narrative. The first part is of an imaginary journey taken by six children. We do not quite see the object of repeating all the lines a second time, surrounded by what we may call by courtesy "conventionalized" flowers. The book is prettily bound and got up.

A Country Schoolmaster: James Shaw. Edited by ROBERT WALLACE. (Oliver & Boyd.)

The title leads us to expect memorials of a Scottish dominie; but we find instead the literary remains of an antiquary, a naturalist, and minor poet, who happened to be a schoolmaster. To Dumfriesshire folk and his personal friends, of whom he deservedly numbered many, this republication will be of interest; but it is not likely to attract a larger public. "He had collected many of the rarer wild plants, such as the greater celandine, fool's parsley, butcher's broom, and teasel" is a testimonial that, we fear, will make the botanists smile. "Eschylus [*sic*] and Sophocles are a little heavy, but no less divine," is somewhat crude literary criticism. The Duke of Argyll is an amiable and cultivated Scotch nobleman, who has dabbled in theology, science, and politics; but to rank the Duke as a genius and Mr. Gladstone as a commonplace mediocrity is a curious instance of the patriotic bias.

Music Fancies and Other Verses. By MARY ALICE VIALLS. Price 5s. (Constable.)

A volume of much promise for a novice—such we assume Miss Vials to be—partly original verse and partly translation. It may be parental prejudice, but we like best of all the Dante translations in *terza rima* which first saw the light in this *Journal*. Very charming, too, is her rendering of Gautier's "Herald of Spring," set for a prize some two years back, though marred by a tag in the second stanza. Coppée's "Benediction" done in the ballad metre of Tennyson's "Grandmother" has plenty of go and spirit, but is needlessly rough and ragged.

"And when he uttered the notes in a low voiced monotone, like All of them do in *oremus*, then on us his words did strike clear: 'Benedict vos omnipotens Deus.' 'Fire!'"

Cried the angry voice again: 'Obey at once—I desire!'"

—here both syntax and prosody leave something to be desired; but such slips are rare. Among the poems, "The Rhyme of the Phantom Ship" and "All Souls' Day" strike a true note. Miss Vials agrees with the definition of the New Woman—one who has ceased to be a lady and has not yet become a gentleman; but this is better said in prose than in verse.

Messrs. Dent send us *Sketches by Bos*, in two dainty volumes, which may be carried in the pocket as easily as a cigar case.

From Messrs. Nelson we have received *The Pickwick Papers*, which is the first volume of their "New Century Dickens." Printed on royal India paper it makes a light handy volume, while the type is as clear as the library edition, ten times its size.

UNIVERSITIES AND SCHOOLS.

LONDON.

The October meeting of Convocation was held earlier this year—on the 10th—and not only was there a quorum present, which was not the case last year, but the meeting was not without interest. The business was the presentation of their interim report by the Special Committee, whose powers were continued June 27, viz.—to make representations to and confer with the London University Commissioners, the Senate, and other bodies. The interim report had been issued to members of Convocation, and consisted chiefly of appendices containing the representations for amendment of the Draft Statute which the Committee had made to the Commissioners.

The Chairman of the Committee, Dr. Napier, being abroad, the report was presented by Sir Wm. Thiselton Dyer, who regretted that their recommendations must be to a considerable extent unintelligible, as they were not justified in printing the sections of the Draft Statute to which they suggested amendment. This was owing, of course, to the Commissioners having insisted on confidential treatment. The Committee, he said, represented the different opinions in Convocation, and the report was largely a compromise, some sections representing the views of one party and others of another. He felt the report was impartial and as good as could well be. There had been some difference of opinion as to the Faculties; there was a desire for a separate Faculty of Economics. Reiterated consideration had been given to the constitution of the various bodies in the University; the limited number of members of the Academic Council had caused them much difficulty. He thought the time had come for the University to appoint tutors to advise external students as to their studies. Those members of the Committee who were present would answer any questions.

In answer to a query as to the result of the advice of the Committee, Sir W. T. Dyer and Dr. Hart were decidedly vague, but assured the House, as did Mr. Busk, one of the Commissioners, that their advice had been found of great value. The interim report was accepted, subject to the reconsideration by the Committee of such points, if any, as the House might think desirable.

Considerable interest was evinced in the question of a separate degree in Education, and, Dr. Hart having stated the reasons of the

committee for including the Theory and Art, &c. of Education under the Faculty of Arts, Mr. Foat moved, and Mr. W. K. Hill seconded, a motion recommending the establishment of a Faculty of, and a degree in, Pedagogy. Most of the speakers were, as on a former occasion, adverse to the proposal, and the motion was lost by a large majority.

Mr. Hanford drew attention to Section 27 of the Report, which refers to the important question of the functions of the Academic and External Councils. He pointed out that the Commissioners had upheld the understanding embodied in the Act, viz., that these bodies were to be advisory only, and were to have no executive functions, and moved that the House preferred the words of the Draft Statute, which make this clear, to the vague wording of the Act preferred by the Committee. Mr. Nesbitt seconded, but the motion was lost, and the House adjourned.

There seems to be little authentic information as to the date for the removal to the new buildings, though next May has been given as the probable date. The University will have about five times as much floor space as is available at Burlington Gardens, and will take over the eastern and central portions of the main block, including the principal entrance, vestibule, and staircase, and the great hall, also a portion of the upper floor of the inner block of building running east and west, and the temporary structure standing in the south-eastern court. Accommodation for the practical examination in physics and chemistry will be provided in the new buildings to be erected for the Royal College of Science. The Science and Art Department will take charge of, and keep in order, the instruments and appliances for the examination. The reading, writing, and news rooms for the use of Fellows of the Institute will be transferred to the principal floor of the west wing, where the Government are to erect a new and appropriate main entrance; they also intend to add a new dining-room and a new smoking-room to the west wing for the use of the "Fellows."

The percentage of failures this year at Intermediate Arts was terribly heavy, only 32.6 passing, and this, although Logic may now be substituted for the dreaded "Inter." Mathematics. At Intermediate Science, no less than 68.5 per cent. passed, owing, in part, probably, to the fact that Biology is no longer compulsory. It cannot be denied that these variations in the severity of the examinations, not only from year to year, but as between the various branches of study, constitute a serious anomaly, and a hardship to students which could be minimized by the appointment of moderators, urged from time to time by Convocation. It has been pointed out that the number of candidates in Science has this year, for the first time, exceeded that of candidates in Arts, a fact indicating the demand for science teachers and the higher remuneration obtained by them.

OXFORD.

The University term began on October 16, and there is naturally not very much to report for a period which (at the time of writing) is less than a fortnight.

The reappointment of the Vice-Chancellor a short time before the reassembling of the University was from one point of view less of a mere form than usual. When, earlier in the year, a sudden vacancy occurred by the election of Sir W. Anson to Parliament, Dr. Fowler, it will be remembered, consented, at very short notice, to undertake the onerous duties of the office, to which (after the refusal of the Master of University) he was next in succession. He rendered a great service by thus helping the University out of a difficulty; but it was not at the time certain that he would find himself able to continue. Everybody was glad to learn, when the time came for reappointment, that there was not to be another change. Some recent strictures passed on the younger members of the University gave the Vice-Chancellor an opening to pay a graceful tribute in his allocution to the conduct and character of the undergraduates, of whom no one has a better title than Dr. Fowler to speak with knowledge.

It is natural at the beginning of the academic year to count the losses which have occurred during the seventeen weeks of vacation among the resident body, whether by death or promotion. This time it is happily all promotion. No less than four appointments have been made of Oxford men to Scotch University Professorships. Mr. Lodge was already Professor at Glasgow, and was selected for the History Professorship vacant at Edinburgh. The three others were all chosen from the resident teaching staff, namely Mr. Medley, of Keble College, to succeed Prof. Lodge at Glasgow; Mr. Lindsay, of Jesus College, well known for his work in scholarship and philology, elected to the Latin Chair at St. Andrews; and Mr. J. S. Phillimore, of Christ Church, one of the most brilliant scholars of recent years, who only graduated in 1895, appointed to the Glasgow Professorship of Greek, in succession to Prof. G. G. A. Murray, another most distinguished young Oxford man, whose resignation (due to ill-health) was widely regretted by friends and pupils. The Glasgow electors have been criticized in some quarters for again selecting so young a man, as was the case in 1888, when they appointed his predecessor at a still earlier age. But no one who knows Mr. Phillimore or his work has any doubt that the election will in this case also be amply justified by results.

The chief event since the beginning of term is the annual elections to Council, which were announced on Thursday, October 26. Of the

Heads of Houses, Dr. Bellamy and the Dean of Christ Church were re-elected, and the third place was admirably filled by the election of Sir William Anson, late Vice-Chancellor, and Member of Parliament for the University. For the six vacancies in the two other sections (Professors and Masters of Arts), there was in each case a contest, the so-called "Liberal" and "Conservative" organizations nominating each two Professors and two M.A.'s. There were thus in each section four candidates for three places; and, as the election is worked on the principle of the minority vote, the issue is really a contest between the parties for the third seat. As we have often explained, the party names have rather a shadowy significance; there is much cross-voting, and the result—as is entirely desirable—turns much more on the personal view taken of the candidates. In the first section the three retiring members—Professors Pelham, Poulton, and Lock—were re-elected in that order; and the new candidate, Prof. Vines, was considerably behind. In the election of Masters of Arts, the order of successful candidates was Mr. Phelps, Mr. Wilson, Mr. A. J. Butler, the first two being former members of the Council and the last a new candidate. The total effect is that the "Liberals" in each case won the third seat; and, though, for reasons above given, it is easy to attach too much significance to this result, the friends of progress in educational matters may regard it with satisfaction. It should, however, be remembered that the present is, in regard to academic reform, rather a period of quiescence; and it is quite possible that, if any particular movement for important change had been imminent, the result might have been reversed.

All who are interested in the University Extension movement will have observed with satisfaction the name of Mr. Joseph Owen in the first class of the Modern History Honour class list published last July. Mr. Owen was a student at an Extension centre in the North, and was encouraged to work for a Balliol scholarship in history, to which he was elected. His Oxford studies were not unattended with difficulties and interruptions, over which only exceptional abilities would have triumphed. He has this summer won also a research studentship at the London School of Economics, and he has been chosen to lecture for the Co-operative Union in the North of England. Mr. Owen has many friends in Oxford, who will watch his career with interest and hope.

CAMBRIDGE.

The vacation has been uneventful; and the University, for once, reassembled in October without having, as so often before, to lament the loss of any prominent member.

The outgoing Vice-Chancellor, Dr. Hill, referred in his valedictory address to the measure of success which has attended the "Association" scheme for improving the finances of the University. The benefactions received have removed the extreme pressure upon the funds, and permitted some of the most urgent of long-standing claims to be satisfied. But the response to the Chancellor's appeal is not, as yet, such as to allow of new developments of the University's work. Dr. Hill called attention to the remarkable progress of natural science in Cambridge, and emphasized its close association with the growth of the Medical School. "Experience shows," in this as in other cases, "that, whereas there can be no doubt as to the advantages reaped by a professional or technical department from the support of a school strong in pure science, the advantages which pure science reaps from the proximity of departments of applied science are not less substantial." "It is earnestly to be hoped, therefore, that those who believe in the value of a University training will find the means for establishing new departments of study which will attract to the University classes of students not at present brought under its influence." Among the schools in urgent need of extension were cited Agriculture, Pathology, and Anthropology in its widest sense. In connexion with the latter, the important ethnological collections obtained for the University by Dr. Haddon and his colleagues of the Torres Straits Expedition, Mr. W. W. Skeat, of Malaya, and Mr. Hose, of Sarawak, were gratefully mentioned.

The new Agricultural Department has made an excellent start under the energetic direction of Prof. Somerville, formerly of Durham. Eleven County and Borough Councils have arranged with the University to contribute annually a percentage of their technical education funds for the maintenance of the Department.

Five men and ninety-eight women have passed the theoretical examination of the Teachers' Training Syndicate last July. Four men and eighty-four women have also qualified for the certificate of practical efficiency.

The effect of the new regulations permitting candidates to enter for the Previous Examination before commencing residence is apparent in the great diminution of the numbers for the October examination. In March and in June many came up direct from the schools, and, having satisfied the examiners, are ready to begin their special studies at the opening of term.

The University of McGill, Montreal, like the University of Toronto, has been adopted as an "affiliated institution." Graduates and undergraduates of the University who have fulfilled certain conditions

are thereby entitled to proceed to an honours degree after two years' residence in Cambridge.

The inconveniences attending the election *more burgensium* of clergymen to vacant livings in the patronage of the University have led to a proposal for the formation of a small Board of Selection, by which the most eligible candidate will be recommended to the Senate for appointment. The power to take this step was conferred by the Benefices Act, 1898, and it is not unlikely that the proposal will be adopted. It would certainly do away with the objectionable custom of circulating testimonials broadcast in the Senate, and with the inevitable canvassing for votes which takes place.

Amid universal regret Prof. Maitland, our most brilliant jurist, finds himself obliged by the state of his health to winter away from Cambridge. Mr. Gill, the junior Esquire Bedell, and Baron von Hügel, Curator of the Archaeological Museum, have for a like reason to go abroad until the spring.

The Report on the Higher Local Examinations shows that during the last academic year there were 1,146 candidates. In the preceding year the number was 1,118. The proportion of successful candidates is almost exactly the same in the two years.

Mr. Sidney Hartland, President of the Folklore Society, has offered to the University, on behalf of his society, a fine collection, numbering upwards of six hundred objects, illustrating the folklore of Mexico. The collection was made by Prof. Starr, of Chicago. The Antiquarian Committee recommend that the offer be gratefully accepted. This, and the other collections above referred to, will render still more pressing the need for a new Archaeological Museum; the present building has for some time been wholly inadequate to house the gifts that are continually being made to the University.

At Matriculation, on October 21, 888 freshmen were admitted to the University; the number included 12 advanced students from other Universities.

Westminster College, the theological seminary of the Presbyterian Church, was opened amid much congratulation on October 17. The building is a handsome and spacious structure at the backs of the colleges, intended for the residence of twenty-five graduates preparing for the Presbyterian ministry. By the efforts of Dr. John Watson, better known as "Ian Maclaren," the college was opened free of debt, and provided with a handsome surplus by way of endowment. At the three functions of dedication, luncheon, and evening reception, the Vice-Chancellor, the Master of Trinity, Dr. Jebb, Dr. Ryle, Dr. Moule, Principal Fairbairn, and other prominent residents and visitors expressed in very cordial terms the welcome offered to the new institution and its learned staff, who constitute what was described as a Presbyterian faculty of Divinity within the precincts of the University. The college is already full to the limit of its capacity, and the several courses of instruction have begun.

A meeting is to be held in the Senate House on November 4, for the purpose of forming a University Appointments Association, whose object is to obtain and distribute information as to posts which may be held by graduates in the various professions and occupations for which their training renders them specially fitted. A large amount of support for the proposal has already been enlisted, and the scheme, which includes the publication of an *Appointments Journal*, promises to prove successful. The Master of Christ's, Prof. Darwin, Dr. Keynes, Mr. W. N. Shaw, and other residents of influence have been constituted an organizing committee, and Lord Rothschild has interested himself with effect in their work.

The following appointments are announced:—Dr. W. Somerville to be Professor of Agriculture; Mr. S. C. K. Smith, of Magdalene, to a Studentship in the British School of Archaeology at Athens; Mr. Shirres, of Trinity Hall, and Mr. Buckland, of Caius, to be Proctors; Mr. Wallis, of Corpus, and Mr. Herman, of Trinity, to be Pro-proctors; the Rev. G. W. Blenkin, Mr. R. A. Wright, Mr. F. M. Cornford, and Mr. J. S. E. Townsend, formerly an advanced student, to be Fellows of Trinity; Dr. W. E. Dixon to be Assistant to the Downing Professor of Medicine; Canon Stanton, Ely Professor, to be Assessor to the Regius Professor of Divinity; Dr. Laurence Humphry to be Assessor to the Regius Professor of Physic; the Ven. Archdeacon Wilson to be Lady Margaret's Preacher; Mr. A. J. Wallis to be a Governor of St. Paul's School; Mr. W. H. L. Duckworth to be University Lecturer in Physical Anthropology; Mr. R. G. K. Lempfert to be Assistant Demonstrator of Experimental Physics; Dr. Donald MacAlister to be University Representative on the General Medical Council for the next five years; Mr. E. J. S. Rudd to be a Governor of Calthorpe and Edwards School, Ampton; Prof. Cunningham, of Dublin, to be an Elector to the Chair of Anatomy; Prof. Weldon, of Oxford, to be an Elector to the Chair of Zoology; Mr. W. N. Shaw to be Assistant Director of the Cavendish Laboratory; Dr. Routh and Mr. Whitehead, of Trinity, to be Moderators in the Mathematical Tripos; Dr. Jebb to be a Manager of the Craven Fund for five years; Mr. J. J. Lister and Mr. A. C. Seward, F.R.S., to Fellows of St John's.

WALES.

The inaugural addresses of the session at the University Colleges of

Aberystwyth and Cardiff were delivered by Prof. McKenna Hughes, of Cambridge, and Alfred Hughes, of London, respectively. Prof. McKenna Hughes, after stating that he had not for many years taken part in the development of education in Wales, proceeded to criticize the scheme by which three University colleges had been established. He next touched on the question of nationality, and asked the audience to consider it from the point of view of the sciences. After making some trite comparisons of Welsh political leaders with Tooley Street tailors, and reviving the slanderous accusation often brought against Welshmen of crying "Wales for the Welsh!" the professor concluded one of the most remarkable addresses ever delivered to college students. The address of Prof. Alfred Hughes, at Cardiff, was much more practical. It consisted of a review of medical progress. The question of a Faculty of Medicine in the University of Wales was also considered, and it was thought that the time was now ripe for the establishment of a degree-conferring faculty in the University.

The School Boards of Wales have now formed a federation of their own and the first meetings were held at Llandrindod at the end of September. A resolution was carried in favour of the direct representation of School Boards on the Welsh Central Board. The questions of the instruction of pupil-teachers and the low percentage of average attendance in Welsh elementary schools were referred to Special Committees. The Federation also expressed its desire for a more thorough teaching of Welsh history in the schools, and it is probable that a series of text-books will be issued under its auspices.

SCOTLAND.

The winter session has now begun in all the Scottish Universities. Under new conditions work commences about the middle of October, so that the short Christmas recess divides the session nearly equally, instead of coming, as in old days, too near the beginning. There have been considerable changes in the teaching staff. Prof. Schäfer is now Professor of Physiology in Edinburgh. Prof. Richard Lodge has been translated to Edinburgh from Glasgow, where he has held the Chair of History for five years. He is succeeded in Glasgow by Mr. Medley, who has been for fifteen years a Lecturer on Modern History at Keble College, Oxford. Thus the Oxford Modern History School has furnished Scotland with the two professors who at present represent the subject. In Aberdeen and St. Andrews there are as yet only lecturers and not professors. When the new Chair of Ancient History and Palæography (founded by the late Sir W. Fraser) is filled, Edinburgh University will be able to offer students a fairly complete course of study in history and the allied branches of law and economics. Every one of the four Universities has, of course, its Professor of Ecclesiastical History; and in St. Andrews, by the co-operation of the Church History Professor, it has already been proved possible to give students an Honours course in history. St. Andrews has also recognized a course of lectures on political economy, given by Mr. W. R. Scott, of Trinity College, Dublin, assistant to the Professor of Moral Philosophy; and it is proposed shortly to appoint a Lecturer in Ancient History and Political Philosophy. These new lectureships will help to promote historical study, and will be of special use to candidates for the Civil Service Examinations, who, at present, get very meagre help in the Scottish Universities.

Lord Kelvin's successor in Glasgow, Prof. Andrew Gray, gave his inaugural address on "The Interaction of Theory and Practical Applications in Physical Science." It is certainly fit and right that in the heart of industrial Scotland attention should be called to the importance of the sciences to the manufacturing and commercial interests of the country. Aberdeen has in Dr. Nichol a new and acceptable Professor of Biblical Criticism. The unfortunate and eccentric Dr. Johnston has not only outlived his unwilling withdrawal from the duties of teaching. He was a man of much learning, but of little science. Had he lived on in his island parish he might have been remembered like the Vicar of Morwenstow; but, unluckily for himself, he essayed to teach antiquated Biblical criticism to irreverent students of divinity. St. Andrews has at length a complete Medical Faculty (in Dundee). The new Professor of Pathology, Dr. Sutherland, was installed lately, and on the same occasion Prof. Wallace Martin Lindsay gave his inaugural lecture on "Plautus"—the author for whose elucidation he has himself done much. A Lectureship on Scots Law has been instituted in University College, Dundee—the first beginnings of a Law Faculty. In three of the Universities the minds of students are already occupied with forthcoming rectorial elections.

This is the season when Gifford Lectures begin to appear. Prof. Lanciani, of Rome, has begun early at St. Andrews. He is treating of the religion of Rome, pagan and Christian. Some of the lectures are to be illustrated by views of interesting buildings and archaeological discoveries. The intention is not (as some one suggested) to seek to prove the existence of a Deity by the help of a magic lantern. Lord Gifford's bequest is certainly producing a vast quantity of literature, which threatens (in the phrase of one of Lord Gifford's predecessors on the Scottish bench, addressing a prolix advocate) "not only to consume a great portion of time, but to encroach to no small extent upon eternity." Four long courses of lectures every year (unless when a

lectureship is allowed to lie fallow) on abstract discussions of Natural Theology are probably too much. Occasionally an important philosophical work may be produced. But it would be a misfortune if the Gifford Lectureship should simply increase the stock of sermons; and contributions to the history of religion, though probably not exactly what Lord Gifford intended, will probably be of steadier service to the learning and thought of the country. Prof. James Ward, of Cambridge, who was Gifford Lecturer at Aberdeen, has issued two handsome volumes of great importance to the student of philosophy. They may be described as a criticism of the concepts of physics and biology. They do not attempt to construct a natural theology, but only to show that materialism is unthinkable and complete agnosticism inconsistent with itself. The fragments which have been published of the late Prof. Wallace's Glasgow Gifford Lectures are a valuable addition to philosophical literature, and are not only philosophy but literature.

The Ferguson Scholarships, open to graduates of the four Universities, have this year been gained by two Edinburgh men and one Glasgow man. Edinburgh has, on the whole, been conspicuously successful in obtaining these coveted distinctions. It is a pity that the Ferguson trustees have not seen fit yet to appoint more than one examiner in each subject. Papers set by only one examiner will inevitably incur the suspicion (however unjust) of bearing too closely the impress of his personal tastes and interests, and those who have themselves examined for the Ferguson Scholarships have often felt the heavy responsibility of having to come to a decision without the advice or criticism of a colleague.

Prof. George Adam Smith, of the Free Church College, in Glasgow, has been speaking a word in season. On the strength of his American experience he has been calling attention to the fact—too often ignored or unknown among Scotsmen, whose patriotism consists mainly in having "a gude conceit o' themselfs"—that the Scottish Universities are nowadays, in almost every respect, inadequately equipped when compared with any of the better American Universities.

IRELAND.

During the past month the Honour Degree examinations of both the Irish Universities have been proceeding. They constitute the most important events of the academic year, with the exception of the examinations in Trinity College for Fellowship and Scholarship, held in May. The full results will not be known until after we go to press.

In one of the Junior Fellowship examinations in the Royal University—that in English History and English Literature—it appears there will be no appointment. The only candidate was Mr. Nunan, a distinguished student both of Trinity College and the Royal, and he has just received a valuable appointment in East Africa. The out-going Fellow in this subject is Miss M. Hayden, M.A., one of the ladies whose appointment to Senior Fellowships has been the subject of discussion lately. It is hoped that Miss Hayden will now in some position be retained in the Royal University, to fulfil the functions of this Junior Fellowship.

In Trinity College the new buildings of the Graduates' Union have made but little progress during the summer months. The employment of some non-union workmen gave rise to a labour dispute; the University refused to continue working, and operations came to a halt. The question of the position of the Historical and Philosophical Societies in the new Union remains still unsettled. The Union itself will fulfil the functions of an institution for discussion and social intercourse, and all graduates will naturally be expected to belong to it. The various College societies will be gathered under its roof, but with this arrangement the Historical and Philosophical Societies seem likely to lose, not only their independence and importance, but also their members. The more professional and technical societies, such as the Biological and the Theological, are not affected in the same way, as they draw their members from special classes of students.

The kind of ineffective tactics pursued by the Roman Catholic bishops in their advocacy of a Catholic University has been recently illustrated by the action of Dr. O'Dwyer, the Bishop of Limerick. Count Moore delivered a lecture in Limerick on the benefits to be derived from the new Agriculture and Industries Act, and the means by which farmers and others can make use of its advantages. Bishop O'Dwyer, who presided, at the close of the lecture made a speech expressing his disbelief in the Act's being of any use to Ireland, and proceeded to denounce the Government for not first creating a Catholic University in order to supply expert teachers in the various branches to be fostered by the new Department. As it was, such appointments would fall into the hands of Protestants or Englishmen. Thus, when the University question is quite shelved, and safely outside of practical politics, we find the bishops growing voluble with the old stereotyped general complaint. When Mr. Balfour offered them a practical scheme, they remained silent, and allowed it to be killed by opponents, while they not only gave no support or help to any settlement, but indirectly let it be known that they would not as a body accept it. It seems as if the bishops loved their grievance better than its removal.

The Hermione Lectures in Art, held yearly at Alexandra College, Dublin, in memory of the late Duchess of Leinster, begin this year on

November 2. They are given each afternoon at 4 p.m., and continue for a week. This year the lecturer is Dr. Flinders Petrie, whose subject will be "Egyptian Art." He will treat of it from prehistoric times down to its influence on early Greek art, and the lectures will be finely illustrated.

Alexandra College has been in the builders' hands since last Christmas, to the great inconvenience of the staff and students. It is only by making large use of the adjoining house of the Lady Principal and the Residence House that work has been able to be carried on at all, and the building is still far from completion. When finished it will be very handsome externally, and will contain new class-rooms, music-rooms, and studios, and a new staircase, while the Jellico Hall will be enlarged and the Residence House will have a new dining-hall and additional bedrooms.

The first public criticism of the Report of the Intermediate Commission was given at a meeting held on the 21st ult., in Dublin, by the Association of Intermediate and University Teachers. It did not amount to much. Mr. Ward, who read the paper, blamed the Board for doing so little to alter the present system, when they might have initiated a complete and valuable system of education such as exists in America or Germany. This is scarcely just. The means of doing anything of the sort do not exist in Ireland, nor could a system that would need a fully equipped Department of Education be carried out by a Board of seven gentlemen, unpaid, amateurs in education, and busy with their own professions. Another speaker blamed the Commission for not organizing greater help for science teaching. But, were the recommendations of the Commission thoroughly carried out, all the help such a Board could afford to science teaching would be given. The chief complaints were that no recognition of the importance of the teacher, or any scheme for obtaining for him better remuneration, improved status, and registration appeared in the report. The whole aim of the recommendations is to secure better teaching, and one of the subjects on which a school must satisfy inspection, if it is to receive any endowment, is "the sufficiency of the teaching staff." As to remuneration, it is difficult to see what the Commission could do. Were they to allot a certain amount of the endowment of a school to the teachers, this would not prevent a proportionate lowering of salaries; and no Board with such incomplete powers and means could attempt to fix the salaries teachers should receive.

As regards registration, the Commission might certainly have done more than they have done. They might have given a strong recommendation that it should be established in Ireland, and indicated that, if that were done, they could make it a condition that schools obtaining endowment should employ only registered teachers. As it is, the Report has given no help whatever towards the establishment of registration in Ireland.

Mr. Balfour has announced in Parliament that the Report is at present under the consideration of the Irish Government.

SCHOOLS.

BOLTON GRAMMAR SCHOOL.—H. M. Hunter, B.A., of All Souls College, Oxford, has been appointed Senior Classical Master.

CHILTENHAM LADIES' COLLEGE. Government Certificates:—Second Year, Part II., Division I.: Agnes M. Brandt, Helen D. Jerwood, Jessie M. Young. Second Year, Part I., Division I.: Jessie M. Young, Helen D. Jerwood; Division II.: Agnes M. Brandt. First Year, Part II., Division I.: Susan P. Earnshaw, Mary O. Rowe, May J. G. Willetts, Emily Coverdale, Evelyn Coverdale. First Year, Part I., Division I.: Mary O. Rowe; Division II.: Emily Coverdale, May J. G. Willetts, Susan P. Earnshaw, Evelyn Coverdale.

DURHAM HIGH SCHOOL FOR GIRLS.—In the examination of the Royal Drawing Society (Ablett) in Divisions I., II., and III., nine pupils obtained Honours and fourteen passed. Miss du Bochet and Miss Gibbon are succeeded by Miss Fisher, late assistant-mistress in the Jersey High School, and Miss Cochrane, from the Training Department of the Ladies' College, Cheltenham. The school was examined in July by the Examining Board of the University of Durham. The annual prize-giving took place on July 25, Lord Barnard presiding. In the absence of Lady Barnard, Mrs. Body kindly consented to give away the prizes. Lord Barnard made a long and interesting speech, touching on the subjects of primary and secondary education, the position of women on public Councils, &c. He congratulated the High School pupils on the "magnificent conditions of their school life" in their beautiful and ancient city, and expressed his satisfaction with the reports read by the secretary. The Ven. Archdeacon Watkins, in returning thanks to Lord Barnard, pointed out that the school was doing an important work in the education of the county, and said that, as the parent of pupils there, he could testify that the work done was of a very high order. The prize-giving concluded by songs, recitations, and fancy drill performed by the pupils.

FERMOY COLLEGE, CORK.—The Rev. Frank Stonham, Headmaster, died suddenly on October 20, while playing hockey with his boys.

HULL, HYMER'S COLLEGE.—Entrance scholarships have been awarded to W. A. Hudson, H. Buckton, A. Slater, S. J. Pybus; continuation scholarships to H. R. Bell, S. C. H. Smith, (honorary)

F. England, W. H. Templeman; Hymer's Leaving Exhibition to A. B. Downing, J. W. Smyth (special). Jameson Scholarship, B. Podmore; East Riding County Council Scholarships, Class A, J. H. Robinson; Class B, W. J. Coates, N. F. Foord. In place of Mr. G. Corner (now Headmaster of the West Somerset County School, Wellington), Mr. Sharwood Smith (now Headmaster of Whitchurch Grammar School), and Mr. Castley (now second master of Galway Grammar School), Mr. A. Jagger, Mr. Swann-Mason, and Mr. Harper have joined the staff. New boys number twenty-nine.

MANCHESTER HIGH SCHOOL FOR GIRLS.—The following exhibitions have been awarded by the Governors:—Mary Kingsland Higgs, £40 per annum for three years; Dorothy Holme, £40 per annum for three years; Mildred Bevington Taylor, £30 per annum for three years. Mary Kingsland Higgs has gained a scholarship of £50 per annum for three years at Westfield College; Dorothy Holme, the Jones Scholarship at Owens College, £35 per annum, for two years; and Mildred Bevington Taylor a classical scholarship at Girton College, £45 per annum, for three years. Miss Winifred Slater, M.A., Gold Medal, London, First Class Classical Tripos, Newnham College, and Miss Winifred Faraday, M.A., Victoria University Fellowship, have joined the staff.

MARLING ENDOWED SCHOOL, STROUD.—S. Phipps has been awarded an open scholarship of £60 a year for three years, tenable at the Yorkshire College, Leeds. This scholarship is given jointly by the Clothworkers' Company and by the County Council. The Clothworkers' Company have awarded to R. J. Steele a scholarship of £50 a year for two years, also tenable at the Yorkshire College. Both these scholarships are in the Dyeing Department.

TONBRIDGE SCHOOL.—College scholarships and other distinctions outside the school since last May:—C. T. Scott, Sidney Sussex College, Cambridge, First Class Natural Science Tripos; G. Hemmant, Open Mathematical Exhibition at Pembroke College, Cambridge; W. Murton, Knighthood, Queen's Birthday Honours; E. G. Eardley-Wilmot, Oriel College, Oxford, First Class Literæ Humaniores; H. Whyte, University College, Oxford, First Class Literæ Humaniores; P. E. Prince, M. R. Strover, and K. W. Pye passed into Woolwich; F. F. Hodgson, V. Sandiford, T. T. Oakes, and K. E. Anderson passed into Sandhurst—all seven in the last examination. Mr. Collins, science master, has left us, to the regret of all, especially the Volunteer Corps, for which he did so much, and which he, in fact, created. Mr. Routh, mathematical master, has left us for an appointment at Woolwich. The following have joined the staff: Rev. P. E. Bateman, B.A., Fellow of Jesus College, Cambridge; Mr. A. Clifton Clapin, B.A., Emmanuel College, Cambridge; Mr. J. A. J. Johnston, M.A. Edinburgh, late Scholar of Pembroke College, Cambridge. The site of the new chapel has been decided on, and a chapel worthy of the school will soon be begun.

UNIVERSITY COLLEGE SCHOOL.—S. Armitage-Smith, B.A., Scholar of New College, Oxford, has gained a First Class in Final Schools (Litt. Hum.). L. Calisch has been awarded City and Guilds Certificate, M. Oppenheimer and E. A. Duncan, Chamber of Commerce Certificates. Mr. T. Erat Harrison and Mr. H. B. Walters, drawing masters, have resigned. Mr. A. Kahn, M.A. St. John's College, Cambridge (L.C.C. Travelling Scholar), will shortly join the staff to take charge of a "Higher Commercial Department."

UPHOLLAND GRAMMAR SCHOOL.—G. L. Harbottle has passed the Preliminary Exam., Victoria University; and J. G. Gorrell the Matriculation Exam., St. David's College, Lampeter. The scheme, inaugurated on Prize Day, for re-laying the cricket ground is this term being carried into effect.

WORCESTER HIGH SCHOOL FOR GIRLS.—Of the eighteen prizes offered this year by the Ladies' Association for Plain Needlework, fifteen were gained by pupils in this school. In addition to these, there were sixteen first-class and three second-class certificates. A large field has been added to the school grounds, and is now being used for hockey and cricket.

PRIZE COMPETITIONS.

The winner of the Translation Prize for September is Miss Mina M. Kelsall, Youngaton, Westward Ho!

The winners of Prizes in the Holiday Competition are Miss C. M. Gladdish ("Madeline"), Girls' County School, Cowbridge, Glamorgan; Mrs. Green ("Octogenarian"), The Vicarage, St. Budeaux, Devonport; H. J. Watson, Esq. ("Bos"), The Manor House, Tonbridge; Gascoigne Mackie, Esq. ("Char-mides"), Châlet Elisa, Sare, Basses Pyrénées, France; G. E. Dartnell, Esq. ("G.E.D."), Abbottsfield, Stratford Road, Salisbury; C. L. Ford, Esq. ("Tout est en tout"), 3 Sydney Buildings, Bathwick Hill, Bath.

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Zu diesen dunkeln Charakteren der Geschichte gehört Maximilian Robespierre. Verabscheut von den einen als Blutmensch, welcher alle Verantwortung trägt für die empörendsten Greuel der Französischen Revolution, wird er von den andern gefeiert als einer der edelsten Charaktere, der mit antiker Uneigennützigkeit sich dem Gemeinwohl zum Opfer brachte, als einer der ersten Heiligen im revolutionären Kalender aller Zeiten. Solche Gestalten fordern die Geschichtsschreibung und selbst die Dichtung zu einer neuen Begründung auf; es gilt nicht bloss, eine geschichtliche Erscheinung darzustellen, sondern auch ein psychologisches Räthsel zu lösen.

Es gibt reine und schöne Intelligenzen in Naturen von zweifelhafter Mischung; es gibt feste Ueberzeugungen bei Charakteren, deren Naturbestimmtheit eine schwankende, schwächliche, oft unedle ist. Den nächsten Zwecken huldigend, in der Verwirrung des Augenblicks der kleinlichen Neigung folgend, gerathen sie in Widerspruch mit jenen Ideen, die ihrer frei schaffenden Intelligenz als das erstrebenswerthe Ziel eines ganzen Lebens erscheinen. Vielleicht liegt hierin der Schlüssel zu Robespierre's Wesen; die grosse Macht, die er ausübte, ist aber zugleich in dem Edeln und Verwerflichen zu suchen, in der begeisterten Hingebung an die Ideen und in der fanatischen Verfolgung seiner Gegner. Seine grossen, wie seine fixen Ideen elektrisirten das Volk in gleicher Weise.

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The German prose presented no great difficulties of construction, but it is not easy to find equivalents for particular words. To start with, we are requested to say something about *Gesinnung*. Our correspondent helps us by quoting Kant's definition "subjectives Princip der Maximen," and a sentence from an unnamed author: "Wieland spielte gern mit seinen Meinungen, aber niemals mit seinen Gesinnungen," but we are not greatly helped towards finding the English word. "Whose sentiments and actions perfectly tally" may pass muster, but the German word has a more strictly intellectual connotation than the English. *Geräth ins Schwanken*, "grows blurred and hesitating." *Blutensch,* "man of blood" is obviously preferable to "murderer," "human tiger." *Die Dichtung*, "fiction," rather than "poetry"; it would include the "Tale of Two Cities." *Einer neuen Begründung*, "to adopt a new method," "to proceed on new lines"; Robespierre will not fall into any of the recognized classes of historical characters. *Keine und schöne Intelligenzen*, "we find clear and brilliant intellect united with mixed moral characters"; exactly Pope's

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Ce que les biographes, critiques et conteurs ont retracé avec le plus de complaisance, des faits et gestes de la bohème, ce sont les détails pittoresques de son odyssée de misères, supportée avec une insouciance diogénique; ce sont les joyeuses équipées de ce bruyant cénacle de jeunes gens, réduits à souper avec des bons mots, à se chauffer avec une cigarette ou à la flamme éphémère dévorant leurs inutiles pages manuscrites, employant le meilleur de leur intelligence à duper leurs créanciers, à jouer des tours aux bourgeois et à faire des pieds de nez à la morale. Ce sont encore leurs insignes particularités et bizarreries vestimentales: costumes hétéroclites, chemises à plusieurs volumes, habits noircis de plumées d'encre, linge blanchi avec de la craie de billard, cravates en corde, paletots étranges, chapeaux à défier toute description, et enfin les singularités non moins piquantes de leurs installations fantastiques. . . . Ce qu'on a moins approfondi, parce que le spectacle en eût paru trop affligeant, c'est le détail positif, rigoureux, exact, ainsi que les déclarations d'un procès-verbal, des longueurs d'attente inouïes dans la faim, des privations indicibles, des misères dépassant la vraisemblance, par où passèrent certains d'entre eux sans faiblir dans leur honneur, sans se relâcher non plus, malheureusement, de leur vaine opiniâtreté. Ceux qui ont jugé d'une telle vie par quelques mascarades désopilantes ont ignoré ce qu'elle avait de profondément triste. Murger, lui, le savait mieux, quoique ses récits, vus sous l'aspect fantaisiste, aient égaré bien des jeunes gens en quête d'avenir; Murger, fils de la bohème, en parlait autrement lorsqu'il murmurait une plainte tant douloureuse:

"Cette route si belle

Quand j'y fis mes premiers pas,
Maintenant je la vois telle,
Telle qu'elle existe, hélas!
Je la vois étroite et sombre,
Et déjà j'entends les cris
De mes compagnons dans l'ombre
Qui marchent les pieds meurtris!"

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WANTED, in January, Post as JUNIOR ASSISTANT-MISTRESS. Subjects: English, Arithmetic, Algebra, Euclid, Trigonometry, Theory of Music, and elementary French. Certificated: Cambridge Junior (honours), Senior, Higher Local (Groups A, C, and H). Address—A. C. O. T., St. Catherine's School, Bramley, Guildford.

ENGAGEMENT required for January as ASSISTANT-MISTRESS. Experienced. Subjects: general English, junior Arithmetic, Geometry, elementary Physiology, good Drawing (Ablett), Swedish Drill, Dancing, Needlework. Address—Miss CHURCHILL, Victoria Road, Sutton, Surrey.

WANTED, January, Post by L.L.A., Morning, Afternoon, or Visiting. Neighbourhood Forest Hill. Usual English subjects, French, elementary German, Latin, Music. Experienced. Thorough disciplinarian.—NEMO, 162 High Street, Clapham.

WANTED, in January, by two sisters (together or separately)—(1) English, Botany, French, German, latter acquired abroad, Mathematics, Drawing (Ablett's), Painting. Four years' experience. (2) Trained Kindergarten Mistress (N.F.U.), or First or Second Form, Drawing (Ablett's), Writing, Cardboard Modelling, Sewing. Both educated and trained at the Sheffield High School.—Box 135, Post Office, Sheffield.

PHYSICAL TRAINING. REQUIRED, after Christmas, a Re-engagement, as GYMNASIAC AND DRILLING MISTRESS, by a Lady, fully certificated, from the Southport Physical Training College, Principal A. Alexander, Esq. Holder of St. John's Ambulance and Sick Nursing Certificate. Special attention given to medical cases. Prospectus, with references, sent on application. Address—Miss V. FRERE, c/o W. Sessions, Esq., Dalton House, Kendal.

A YOUNG FRENCH LADY (Brevet Supérieur), who had experience in an English school, seeks Resident Post as ASSISTANT FRENCH TEACHER in public or good private School in London. No salary required, but advanced English literature lessons. Free at Christmas. Apply—Mlle. Lx GOUSSARD, Saxonhurst, Church End, Finchley, N.

ENGAGEMENT required, for January, as Resident or Non-resident JUNIOR MISTRESS (in High School preferred). Certificated: Oxford and Cambridge Higher Cert. and Cambridge Higher Local Cert., with Honours in Group B. Subjects: French, German (acquired abroad), elementary Mathematics, Latin, Music, and Drawing. Address—277 Brompton Road, London, S.W.

THE ASSOCIATION OF UNIVERSITY WOMEN TEACHERS recommends highly qualified

ASSISTANT-MISTRESSES

with University distinctions (Degree or equivalent), some with good experience.

Open to Engagements:—

Mathematics: (1) Tripos, Class II., and Modern Languages Tripos, Class II., German; also elementary Latin and ordinary form subjects. (2) Tripos; also English, Latin, Games, elementary French. (3) Tripos; also Drawing, English, elementary Chemistry, Games. (4) Hon. Mods., Class II., and Int. Arts Lond.; also Latin, English, Greek, elementary French, Heat and Light, Domestic Economy, Gymnastics. (5) B.A. Lond., Div. I.; also Classics, French, English; *London essential*. (6) M.A. Edin.; also Latin, English, French, German, Logic, Science; *Cambridge Teachers' Certificate*. (7) B.A. Durham; also French, History, Literature, Anglo-Saxon, Latin, Music.

Natural Science: (1) Tripos, Class I.; Botany, Chemistry, Geology, Physiology, Hygiene, elementary Physics, Mathematics, Mechanics, Astronomy. (2) Hon. School, Class II.; Botany, Zoology, Physiology, Chemistry, Drawing, Geography, English, Needlework, Drill; *Cambridge Teachers' Certificate*. (3) Hon. School, Class II.; Chemistry, Physics, general Science; also English. (4) B.Sc. Lond., Div. I.; Botany, Zoology, Chemistry, Mathematics, Mechanics.

Classics: (1) M.A. Lond.; also Mathematics, German, English, Drawing; *Cambridge Teachers' Certificate*. (2) Tripos, Class II.; also English, French, Music. (3) Tripos; also English, Mathematics, Drawing, French. (4) Tripos; also English, elementary French and German. (5) B.A. Lond.; also English, Mathematics, French (acquired abroad). (6) B.A. Lond.; also English, French, Mathematics, Logic.

Modern Languages: (1) Hon. School; German, French; also ordinary form subjects, Class Singing. (2) M.A. Lond.; French (acquired abroad), also Classics, English. (3) R.U.I. Hons.; English, French, German, Latin, Mathematics, Drawing. (4) Camb. Higher Local Hons.; French, German, English; also Botany, Drawing, Latin, Mathematics.

History and English: (1) Hon. School, Class I.; also Geography, Arithmetic, elementary French and German. (2) Hon. School, Class II.; also French, German, Political Economy; *Cambridge Teachers' Certificate*. (3) Moral Science Tripos, Class II.; also English Literature, Latin, Mathematics, elementary Botany, Geography, Drawing, elementary French. (4) B.A. Lond.; also Mathematics, Classics, Musical Drill, Games. (5) Camb. Higher Local Hons.; Literature, Logic, Geography, Botany, Mathematics, French, Class Singing; *trained*.

COACHES and Visiting Teachers of good experience in Classics, Mathematics, Science, English Literature, History, and Modern Languages. Preparation for all Examinations.

EXAMINATIONS conducted in PUBLIC AND PRIVATE SCHOOLS in all Subjects, by written papers and viva voce, by Examiners of long professional standing and exceptional experience.

Applications to be made to the Hon. Sec., 48 Mall Chambers, Kensington, W.

Office hours: Wednesdays and Saturdays, 3 to 5 p.m.

I.S.M. Pro. Dip., Pianoforte, Theory, Harmony, Counterpoint, thorough Bass, Form, Solo, and Class Singing, desires Re-engagement in January. Six years' experience. Good testimonials. £40, resident; £30, non-resident.—LILLIE THORNE, Wellington College, Hastings.

WANTED, January, junior Post in Girls' School. Three years' experience. 2nd C.P., 1st Division. Cambridge Higher Local, Groups H, A, and Arithmetic.—A. T., Kingston School, Newland, Hull.

GYMNASTICS, CALISTHENICS.—Visiting Lady Teacher will be ready to open Classes in January. Three years' experience at North London Collegiate School for Girls, &c. Member of Gymnastic Teachers' Institute, First Class Certificate. Licentiate of British College of Physical Education. Physiology and Hygiene Certificates, South Kensington. References: Dr. Sophie Bryant, North London Collegiate School for Girls, Camden Town; Miss Evill, M.B.C.P.E., 10 Hillside, Wimbledon. Address to Miss HYLDA ATKINSON, 17 Parliament Hill, N.W.

MUSIC MISTRESS (23), L.R.A.M., desires Re-engagement in good School. Five years' experience. Piano, Organ, Theory, Harmony, French (Conv. and Gram.), Latin, elementary German.—Miss COOMBS, Bella Vista, Westbury, Wilts.

VISITING MUSIC MISTRESS desires Engagement in good School. Licentiate Royal Academy of Music, Associate Trinity College, Pupil Van Dyk, Leipzig Conservatorium. Piano, Violin, Mandoline, and Singing.—LICENTIAE, 14 Howard Road, Cricklewood.

WANTED, Post of SECOND or CLASSICAL MISTRESS. Six years High School experience. Honour Classical Mods., Class II. Classics, French, and English, in Pass Final Schools. Good disciplinarian.—Miss HAIG, Bonnington, Ealing, W.

GOVERNESS, age 27. Oxford Women's Cert. Arithmetic, Algebra, French, German, Painting, Music (London College of Music Cert.). £40.—13,900, The Ladies' Agent, removed from York to York House, 142 Kensington Park Road, London, W.

THOROUGHLY experienced MATRON desires Re-engagement, after Christmas, in a Public or high-class Preparatory School or Institution. Supervision of servants, charge of stores, Accounts, Nursing (some hospital training), Needlework. Used to large numbers. Over four years in present engagement.—Miss DYER, Kent College, Folkestone.

JEUNE PROFESSEUR, membre de Société de Lecture et de Récitation de Paris, entrerait immédiatement dans pension ou excellente famille anglaise pour enseigner langue, prononciation et diction françaises. Ecrite conditions.—MAURICE HÉROUIN, 5 Cité Trévise, Paris.

ART MISTRESS requires Re-engagement. Would also take Junior Form. A. M. Certificate. Groups I. and II. Ablett. Painting, abroad.—L. WARREN, 25 Westgate Terrace, S.W.

SWISS-FRENCH L.L.A. seeks Re-engagement for next term. French (Honours), Physiology (Honours), Geology and Physical Geography, Astronomy, and German. Excellent references. Address—MADMOISELLE, Victoria Library, Clevedon.

STUDENT (some experience) desires position in good School, where she could receive board and preparation for Froebel Examination in return for services. Excellent references.—Miss NUNN, High School, Sudbury, Suffolk.

RE-ENGAGEMENT required, after Christmas, as FORM II. MISTRESS. Usual subjects; Stöjd, Chip and Relief Carving, Clay Modelling (elementary or advanced) Brush-work. South Kensington, Botany and Physiology; elementary Latin. Good testimonials.—Miss E. R. JACKSON, 3 Meldon Terrace, Stroud, Gloucester.

FORM MISTRESS desires Post in Day School or Non-resident in Family (North England). Three years' experience. High school training. Extras: French, German, Latin, Drawing, elementary Piano, Violin. £80, non-resident.—M. ROSCAMP, Wellington College, Hastings.

A LADY, highly recommended, desires Post as MATRON in a Private School, for January, 1900.—S. H., c/o Mrs. Tunnicliffe, The Wells, Earls Heaton, Dewsbury, Yorkshire.

CERTIFICATED PIANIST (T.C.L.) seeks Engagement as MUSIC MISTRESS in good School, after Christmas. Voice Production, Elocution, Class and Solo Singing, Theory, Harmony, elementary Violin. Willing to assist with junior French and English.—E. W., 22 Heathfield Terrace, Chiswick, W.

RE-ENGAGEMENT as ASSISTANT MISTRESS required in January. Special subjects: Mathematics, Arithmetic, Literature, Geography, and Needlework. Trained and experienced. Excellent testimonials. Successful examination results.—Miss FORSYTH, 27 Baalbec Road, Highbury, N.

PARISIAN PROTESTANT LADY (Diplôme Supérieur), experienced in Public School teaching, good disciplinarian, desires Re-engagement. Successful for examinations. Practical training in Gouin's method if desired. Highest testimonials.—PARISIENNE, Sharp's, Queen's Terrace, N.W.

AS VICE-PRINCIPAL, or ASSISTANT to HEADMISTRESS, Lady, experienced, middle-aged, trained and Certificated (First Class and Distinction Cambridge Higher Local), thorough Linguist; Fluent French and German acquired abroad. Would assist generally, or take special tuition (preparing for Examinations, Lecturing, &c.); or would take Needlework Class, charge of Linen, &c. Comfortable home and fair salary expected. Address—H., c/o Mrs. E. O. Ward, Lansdowne House, Tottenham, Middlesex.

RE-ENGAGEMENT required, in January, as **DRAWING MISTRESS** in a School. Certificated, South Kensington, in all branches. Willing to assist in Kindergarten or with boarders in spare time. Address—No. 3,888.*

B.A. LONDON, many years' experience as Lecturer in a College and as Managing Directress of a high-class Private School in South Kensington, requires Work. Would go to colonies or accept any good Post. Address—No. 3,883.*

MODERN LANGUAGE MISTRESS seeks Post, for January, in Public Day or Boarding School. Subjects: English, History, French, Latin, German (advanced), higher Arithmetic, and elementary Mathematics (algebra and Euclid), French and German (acquired by long residence on Continent). Experience. Certificated. Excellent testimonials. Successful in preparing for examinations. Address—No. 3,884.*

TRAINED and experienced MISTRESS desires Appointment in High School. Good disciplinarian. Mathematics, English, Latin, and German. Address—No. 3,887.*

A.R.C.M., Solo Performance, desires Re-engagement as **MUSIC MISTRESS** in good School. Was for three years and a term student in the Royal College of Music, for three years Music Mistress in the Jersey Ladies' College. Prepares successfully for the Associated Board. Great experience. Highest testimonials.—Miss SMITH, Prospect House, Middleton, Pickering, Yorkshire.

CERTIFICATED ENGLISH GOVERNESS seeks Re-engagement in High or Private School. Experienced. Thorough English, Mathematics, French, elementary German, Drawing, Games. Good disciplinarian.—Miss R. HATTEN, Bodle Street Green Rectory, Hailsham, Sussex.

MUSIC—**A.R.C.M.**, having some afternoons disengaged, desires additional pupils for Piano and Theory. School appointment preferred.—Miss MCKEAND, 84 Belsize Road, South Hampstead.

PARISIAN LADY, Certificated d'Etudes Supérieur, wants Re-engagement in School. Excellent testimonials.—A. B., 35 Birnam Road, Tollington Park, London, N.

ART MISTRESS desires Re-engagement, January. Five years' experience Public High School. Art Master's Certificates. South Kensington Certificates for Painting, Modelling, Anatomy, advanced Perspective, and Geometry. Ablett's Certificates. Has assisted in Mathematics and junior English.—C., 52 Clarendon Road, Redland, Bristol.

THE Headmistress of the Worcester High School recommends a Trained and Certificated Teacher for Kindergarten work. Three and a half years' experience. Address—W. B., High School, Worcester.

JUNIOR MISTRESS, Undergraduate London, seeks Post (preferably non-resident), with light duties, for January. Experienced. High School methods. Usual subjects, with elementary Classics and Mathematics.—X., Frampton, Lansdown Road, Bath.

MUSIC MISTRESS, **A.R.C.M.**, desires Appointment. Studied at R.C.M. nearly three years. Principal Music Mistress in large school five years. Excellent testimonials. Piano, Harmony, Counterpoint, Singing. Address—No. 3,895.*

SENIOR ASSISTANT-MISTRESS seeks Re-engagement for January, near London. Prepares for Locals. Special subjects: Botany, Mathematics, English, French. Cambridge Higher Certificate (Groups B, C, E). Five and a half years' experience. Good testimonials. Address—No. 3,896.*

WANTED, after Christmas, Post in School as **ART and DRILLING** (Swedish) MISTRESS. South Kensington or Ablett. Painting, Clay Modelling, Anatomy. Junior English, Music, and Class Singing. Successes in Examinations. Address—No. 3,879.*

HIGH SCHOOL MISTRESS desires Re-engagement. Long experience. Usual English subjects, French, Botany, Physiology, Arithmetic, Musical Drill, Class Singing. Certificated. Excellent testimonials.—E., 112 High Road, Chiswick.

FRENCH LADY, six years' experience in school and private teaching, requires, for January, Re-engagement in School or Family, non-resident. Would also receive pupils. West of London preferred. Excellent testimonials. Address—No. 3,882.*

UNIVERSITY (Cambridge) **WOMAN** (Classics, Modern Languages, and English subjects generally), experienced in High School and private teaching, with highest references, seeks a Post as **VICE-PRINCIPAL**, Partnership, or Succession. Address—No. 3,881.*

CLASSICAL MISTRESS (experienced) disengaged in January. Classical Tripos, Class II. English, Modern Languages, and some Mathematics. Address—No. 3,880.*

A LADY desires a Re-appointment in a College. Subjects: Divinity-Education, Literature, Languages (Gouin Method), French, German, and Italian, Songs and Games. First-class references. Address—No. 3,894.*

REQUIRED, in January, a Post as **RESIDENT MISTRESS**. Subjects: English (History, Geography, Grammar, Literature), French and German (acquired abroad). Higher Cambridge Second Class Honours. State salary. Address—No. 3,903.*

YOUNG ITALIAN LADY wishes to teach French and Italian in exchange for Board and Lodgings and English lessons. Apply—JOHN HUBBARD, Luton.

SENIOR ENGLISH MISTRESS disengaged January. Prepares for Locals. Accustomed to management of schoolrooms. Also Drawing, Languages, some Science, and Shorthand. Please state salary, resident or non-resident.—BETA, Cantley Vicarage, Doncaster.

ALSATIAN PROTESTANT GOVERNESS, with Brevet Supérieur. French, German, elementary Music. Age 23.—16,973, The Ladies' Agent, York House, 142 Kensington Park Road, London, W.

YOUNG foreign Lady desires Engagement as **STUDENT-GOVERNESS** in first-class Boarding School after Christmas. Mutual terms. Her subjects are Music, Painting, Drawing, Needlework, German, and elementary French. Highest references. Preparation for Higher Local. Literature required in return. Address—M. W., c/o Miss Ranger, 21 Princes Square, Bayswater, W.

B.A. HEAD ENGLISH GOVERNESS able to manage large classes and lecture. Modern languages abroad; Latin, Algebra, Drill, Elocution. Trained Artist. Disengaged Christmas.—16,969, The Ladies' Agent, York House, 142 Kensington Park Road, London, W.

WANTED, in January, Post as **JUNIOR ASSISTANT-MISTRESS**. Subjects: English, Arithmetic, Algebra, Euclid, Botany, elementary Latin, French. Cambridge Higher Local (Group A). Four terms Student-Teacher in public school.—H. M. G., St. Catherine's School, Bramley, Guildford.

MUSIC—**A.R.C.M.** desires Re-appointment (Non-resident or Visiting) in a good school. Pianoforte, Violin, Harmony, Class Singing. Prepares very successfully for Associated Board and other Examinations. Five years' experience. Highest references and testimonials from Royal College Professors. Address—No. 3,893.*

RE-ENGAGEMENT required as **ASSISTANT-MISTRESS**. Experienced. Certificated (Honours, Distinction). English, Arithmetic, Junior Latin, French, Mathematics. Very successful in grounding pupils. Good references.—Miss BALL, St. Margaret's, East Grinstead.

LADY, fully competent to undertake care of Girls, Certificated to teach Music, Singing (Stuttgart), good organiser, disciplinarian, seeks Post, School or School Boarding House, where above qualifications would be appreciated. Many years' experience. Highest references.—Miss HURFORD, Castle Grounds, Devizes.

SITUATIONS VACANT.

TO ASSISTANT-MISTRESSES. JANUARY (1900) VACANCIES.

GRADUATES, Undergraduates, Trained and Certificated High School Teachers, Foreign, Music, and Kindergarten Mistresses, and other Senior and Junior Teachers seeking Appointments in Schools for January, 1900, and who are desirous of having their requirements set forth in **Messrs. Griffiths, Smith, Powell & Smith's Printed List**, are invited to apply (as soon as possible) to the Firm. This List will contain particulars as to the qualifications, &c., of Assistant-Mistresses desiring engagements, and will **shortly** be sent to the Headmistresses and Principals of all the Public and Private Schools in Great Britain and Ireland, in the Colonies, and on the Continent, &c. Candidates for Appointments will be supplied with **early notice** of all the best vacancies. Address—**Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. 1833), 34 Bedford Street, Strand, London.**

SCARBOROUGH SCHOOL BOARD—**HIGHER GRADE AND SCIENCE SCHOOL**.—Applications are invited for the Appointment of **PRINCIPAL** of new Higher Grade and Science School to be opened in 1900.

The salary will, to some extent, depend upon the qualifications of candidates and the success of the School, but will not be less than £350 per annum.

Further particulars may be obtained from the Clerk, and applications must be sent in not later than Friday, November 24, 1899.

By Order.

W. ASCOUGH,

Clerk to the Board.

School Board Offices, Scarborough,
September 22, 1899.

MUSIC MISTRESS required in Ladies' School, after Christmas. Experienced and able to prepare for examinations and teach Piano-forte, Singing, and Violin. A good disciplinarian. L.R.A.M. preferred. Church of England. Address—No. 3,904.*

RESIDENT, experienced HEAD ENGLISH MISTRESS required, in January, in Ladies' School a short distance from London. Able to prepare for Locals and Matriculation Examinations. A degree or its equivalent preferred. Good disciplinarian. Age about thirty. Church of England. Address—No. 3,905.*

REQUIRED, in January, in a large High School near London, Resident **FIRST FORM MISTRESS**. Churchwoman. Experienced. Also a **KINDERGARTEN STUDENT-TEACHER**. Address—No. 3,902.*

MUSIC MISTRESS required for next term in a good School near Oxford. Piano, Violin, Harmony, Class Singing (Tonic Solfa). Address—No. 3,906.*

MUSIC TEACHER (Piano, Violin, Singing), **STUDENT TEACHER** to prepare for Higher Local, and **ENGLISH MISTRESS** (organizer) with some knowledge of Kindergarten wanted, in January, for private High School and small branch of the same. Address—No. 3,897.*

RESIDENT ASSISTANT-MISTRESS required in Girls' High School. French and German acquired abroad. Some English subjects. Accustomed to prepare for examinations. Salary £40. State particulars as to age, religious views, experience, copies of testimonials. Address—No. 3,898.*

THE COUNCIL of the GIRLS' PUBLIC DAY SCHOOL COMPANY (Limited) will shortly appoint a **HEADMISTRESS** for their **EAST PUTNEY HIGH SCHOOL**. Salary £250 per annum, besides capitation fees. Applications must be sent, not later than November 7 next, to the **SECRETARY** of the Company, 21 Queen Anne's Gate, S.W., from whom further information may be had.

* Replies to these advertisements should be addressed "No.—, Journal of Education, 3 Broadway, Ludgate Hill, E.C." Each must contain a stamp to cover postage on to advertiser.

SCHOLASTIC. — JANUARY (1900) VACANCIES. — Graduates and other English and Foreign Assistant-Masters who are desirous of having their qualifications and requirements brought before Headmasters and Principals of Public and Private Schools, should apply (as soon as possible) to **Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Tutorial Agents (Established 1833), 34 Bedford Street, Strand, London, W.C.** Early notice of vacancies will be forwarded to all candidates.

RESIDENT FRENCH MISTRESS, with junior Music, required, in January, for School in Scarborough. Englishwoman, with good foreign experience, preferred. Salary £30. — **HEADMISTRESS**, Theakston's Library, St. Nicholas Street, Scarborough.

KENT COLLEGE, FOLKESTONE. — Wanted for January (1) **DRAWING MISTRESS**. Ablett's Teacher's Certificate. (2) **HOUSE-MISTRESS**. Experience in Nursing and Management of a large household necessary. Wesleyans preferred. Resident. Apply — **HEAD-MISTRESS**.

COLSTON'S GIRLS' DAY SCHOOL, CHELTENHAM ROAD, BRISTOL. — Wanted, in January, an **ASSISTANT-MISTRESS**. Experience essential. Special subjects desired are Botany, Drawing (Ablett's), Needlework. Salary £80. Applications, with copies of testimonials* and stating age, to be sent to the **HEADMISTRESS**.

KINDERGARTEN MISTRESS wanted, after Christmas. Salary £80. Churchwoman. Certificated. — **HEADMISTRESS**, High School (Church Schools' Co.), Richmond, Surrey.

STUDENT MISTRESS (Music) wanted in the Clergy Daughters' School, Bristol. No premium required. Preparation for Higher Music Examinations. Age from 18 to 20. Applications, with references, to be sent to the **HEADMISTRESS**.

BATTERSEA POLYTECHNIC, S.W. — The Governing Body will require the services of a Lady from January next as **ASSISTANT-SUPERINTENDENT OF THE WOMEN'S DEPARTMENT**. Salary £130 to £150. For particulars, send stamped, addressed envelope to the **SECRETARY**.

REQUIRED, in January, 1900, Resident **HEADMISTRESS**, Trained, Degree. Apply — **PRINCIPAL**, Selwyn House, Rugeley, Staffs.

REQUIRED, in Ladies' School, November 9th, Resident **ENGLISH MISTRESS**. Competent to prepare pupils for Senior Oxford in English, French, and Mathematics. Experience necessary. Full particulars — **PRINCIPAL**, Farington College, New Brighton.

LADIES' Church Settlement on Church Lines. Volunteers to work under a trained head required. — **Warden**, Canon Woodhouse, St. Andrew's Rectory, Manchester.

WANTED, at a Boarding School, an **ENGLISH PUPIL-GOVERNESS**. At the same school can be placed one or two English girls. French, German, Italian, Music, and Drawing lessons. £35 annual. — Apply to Miss PARK, Benvenuta, de Steeg, near Arnheim, Holland.

GERMANY.—GOVERNESS. — **PUPIL** wanted, for the beginning of January, in a Boarding School for Young Ladies. Excellent opportunity to study German, Music. Terms to be paid £25, including Music. Highest references. — Apply to Miss BUSSE, Pensionat Philippsburg, Braubach-on-Rhine, near Coblenz.

STOCKTON-ON-TEES GRAMMAR SCHOOL. — The Governors, under the scheme recently come into force, will shortly proceed to the appointment of a **HEADMASTER** of the School. Particulars for intending Candidates may be obtained on application to the Clerk, FRANK BROWN, Stockton-on-Tees.

THE CHELTENHAM LADIES' COLLEGE. — A GILCHRIST TRAVELLING STUDENTSHIP for Women Teachers, of the value of £70, will be awarded by the Cheltenham Ladies' College. All information can be obtained from the **LADY PRINCIPAL**, to whom applications, accompanied by a statement of candidate's qualifications, should be sent by December 1st.

MUSIC MISTRESS (Diplômée) wanted for School in India (resident). Piano lessons, Theory and Singing Classes. Must be capable of taking charge. — Apply, with full details, to **LADY PRINCIPAL**, Princess Helena College, Ealing.

TO ASSISTANT-MISTRESSES.

JANUARY (1900) VACANCIES.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. 1833), 34 Bedford Street, Strand, London, W.C., invite immediate applications from well-qualified Assistant-Mistresses for the following appointments: — **EXPERIENCED MISTRESS** for County School. English, French, and Mathematics for Junior Form. Salary £80 to £85 non-res. — No. 083.

Fully trained **PHYSICAL MISTRESS** for Swedish Drill, Dancing, Massage, &c. Private School. Salary £60 res. — No. 082.

MISTRESS for English, Drawing, and elementary German (High School). Salary £75 non-res. — No. 136.

MISTRESS for important School near London. Mathematics, Geometry, and Science. Fair salary, res. — No. 128.

HEAD ENGLISH MISTRESS able to teach Mathematics, Latin, elementary Science, and Drawing. Salary £50 res. — No. 129.

GRADUATE. Subjects required: Mathematics or Latin and Science. Training or experience essential. Salary £50 res. — No. 119.

MISTRESS for High-class Boarding School. Subjects: thorough English, Arithmetic, and good French or German. Salary £50 res. — No. 112.

MISTRESS for High School. Mathematics and Science for South Kensington. Certificated and able to earn grants. Fair salary, res. — No. 106.

GRADUATE. Special subjects: Latin, Mathematics, and Botany. Salary £50 res. — 095.

MUSIC MISTRESS for Piano and Class-Singing. High-class London School. Salary about £50 res. — No. 088.

FOREIGN MISTRESS for French and German. London School. Salary £50 res. — No. 086. Also

FRENCH MISTRESS for High-class London School. Fair salary, res. — No. 076.

Many other vacancies in Public and in Private Schools, for English and Foreign, Senior and Junior, Assistant-Mistresses. Liberal Salaries, resident and non-resident.

Student-Governesses also required for superior Schools on mutual terms, namely: — Board, Residence, and Educational advantages in return for services.

N.B. — A complete List containing the particulars of Vacant Appointments in Public and in Private Schools, will be sent by **Messrs. GRIFFITHS, SMITH, POWELL & SMITH**, to English and Foreign Assistant-Mistresses, and to Student-Governesses, on application.

ENGLISH LECTORSHIP at the UNIVERSITY OF UPSALA. — The **ENGLISH LECTORSHIP** will become vacant on the 1st of January, 1900.

Qualifications: The Lector must be born of English parents and have received a liberal English education. He should speak educated Southern English without any provincial accent. Knowledge of Swedish not required, but preference given to candidate possessing some knowledge of a Scandinavian language or German. Some previous practice in teaching English necessary. Age about 25 to 30. Unmarried.

Duties: Public lessons six hours weekly during the two terms (middle of January to end of May, and 1st of September to middle of December). Private lessons when required by students. Practical instruction in Pronunciation, Conversation, Reading, and Translation into English. With regard to his public courses the Lector is bound to take the advice of the Professor of German and English.

Emoluments: 2000 kroner (= £110) a year, paid quarterly. Three of the weekly public lessons paid extra, at a fixed low rate, by the pupils attending. Private lessons of course paid extra. The Lector may reckon on earning altogether about 3000 kroner a year, or more, depending on his own exertions. Cost of living in Upsala about 120 kroner a month. Travelling expenses not allowed.

Engagement: The Lector will be engaged for two years (1900 and 1901). Appointment may be renewed for some years more, in case of mutual satisfaction; but it is hereby expressly stated that the lectorship cannot be held for life.

Applicants requested to send in name, statements, and testimonials, to Professor AXEL ERDMANN, Upsala, Sweden, before the 1st of December next.

FRENCH MISTRESS required (resident), either at once or for January. Parisian Protestant. Must be able to teach Needlework and to prepare for Local Examinations. — **PRINCIPALS**, Oaklands, Claughton, Cheshire.

BANGOR COUNTY SCHOOL FOR GIRLS. — Wanted, for Spring Term, 1900, a **MISTRESS** for JUNIOR FORM. Essential subjects: Gouin French, Swedish Drill, elementary English, Latin, and Mathematics. Must be able to take an active part in outdoor games. Salary £75 per annum. Apply to the **HEADMISTRESS**, before November 14.

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OUR GRANDFATHERS AS CHILDREN.

By H. H. QUILTER.

THE old man can always command respect as he describes the happy days of his childhood. The restriction of his childish instincts, the dreary tasks, the nagging admonitions, and the brutal punishments are all blurred in his memory, while fancy deepens the bright colours of his few pleasures and recreations. He loves to gather the children around him and repeat to them the mystic tales of giants and fairies as described in the books that formed his childish library. So enthusiastic does he grow over these recitals that we begin to wonder whether some element of romance and beauty which fascinated these old-world children has not been lost for ever in their long forgotten books. It seems cruel to suggest that it is probably the imagination and not the memory of the old man that is thus creating the fantastic stories so eagerly devoured by his grandchildren. Mr. Tuer's delightful volume, "Forgotten Children's Books,"* serves to confirm us in our suspicion. We find here a collection of all the typical juvenile literature published between the years 1788 and 1830. Our first feeling on turning over these pages is one of uncontrollable amusement. It is all so absurdly droll. The pictures, for instance, are entirely innocent of any conceptions of perspective or artistic design. The mother of the majestic height of 10 feet strolls out with her little son, who is equally well proportioned; the "old fly," as large as a sparrow, hovers gracefully over the seething caldron; or the raging lion enters a bedroom and stands triumphant over the dismembered head of his victim. Nor is our amusement derived from the illustrations alone; the letterpress does full justice to the pictures. We learn, for instance, of cricket, that

the ball used in this game is stuffed exceedingly hard. Many windows and valuable looking-glasses have been broken by playing cricket in a room.

The following description of football is unique:—

When all Nature droops with cold, and frost with its congealing quality makes one plain of earth and water; and the aspiring youth, relaxed from study, or the business of the day, disdains to indulge himself in idleness and a chimney-corner, throws up the Ball for a signal to his active fellows, to seek a more effectual means to warm the blood and to enure them to labour.

But we feel less disposal to laughter when we reflect that grandiloquent rubbish of this kind formed the normal reading of the young child. We need not travel far to discover the root of the evil. It was not merely that the average parent of that period was totally ignorant of rational methods of education, that he knew nothing of the science of education as affecting his own children; but he also possessed an overwhelming sense of his own importance, together with a deep-seated confidence in the instinctive knowledge of his duties which Nature was supposed to supply to every parent.

It may be urged that, as far as such ignorance and conceit are concerned, the average parent of our own day is little superior to these terrible despots whom we find tyrannizing over the childhood of our grandfathers. But few will deny that there is, in our generation, a vast improvement in the tone of the intercourse subsisting between parent and child. Unreflective persons of a conservative cast of mind are even yet found to lament the freedom enjoyed by modern children. They bewail the fact that children no longer address their parents as "Sir" or "Madam," rise to greet them on their entry into a room, or maintain a reverential silence until directly addressed. No doubt freedom may degenerate into licence and lack of respect, as appears to be the case in many American families where the children have completely turned the tables and are themselves exercising a new tyranny. Yet those who realize the value of free and affectionate family intercourse will not regret that the stiffness and formality of olden times are gone for ever. The modern parent does at least profess to be the friend of his child; though he may not always prove a particularly wise or useful companion. Mr. Tuer's collection leaves no doubt that a state of almost open warfare subsisted, in those good old times, between the child on the one hand and the parent or schoolmaster on the other. The following illustration of this condition of affairs is typical.

* "Forgotten Children's Books," by A. W. Tuer. (The Leadenhall Press.)

A brutal-looking father, with his face distorted with fiendish rage, seizes his son by the hair as a preliminary to the application of a formidable-looking horsewhip. Such was the method of punishing a childish falsehood. The sympathies of the juvenile reader are thus excited in favour of the vindictive parent :—

Did you ever see a countenance so full of terror? Cowardly boy, you were not afraid to tell a falsehood, but tremble at the punishment it so justly brings. How angry his papa looks! &c.

Brutality of punishment appears, however, to have culminated in the schoolroom. The following account of the method of avenging a falsehood is narrated as an everyday incident.

On this the serving man entered with a new birch-broom which the Doctor opened and gave a sprig to every boy in the school: the culprit was now fastened to a desk, and each young gentleman advanced in rotation and inflicted a stripe, till the number of two hundred was unsparingly bestowed. We may judge of the spectacle his back exhibited; for he gained no favour from boys, especially the four he caused to be so unjustly punished; and who were on that account ordered to inflict three stripes for the others' one. When taken down his wounds were dressed, and he was confined in a dark room, and no longer permitted among the boys.

Such a system could have only one result. The superior brute force of the parent or teacher had to be met by corresponding deceit and cunning on the part of the child. In the intervals of open warfare, when the parent condescended to take his child to one of those dreaded spectacles designed to combine amusement with instruction, we find no cordiality between parent and child. The parent persists in asking exasperating and recondite questions, so that to the child the whole business becomes a species of lesson which, at the best, is boring, and, at the worst, may result in a merciless scolding. In fact, a lifelong estrangement and reserve characterized the normal relations between father and son or mother and daughter. The only type of child who received any favour was one who feebly submitted body and soul to the despotism of the parent. Throughout Mr. Tuer's collection we find such a despicable prig held up as the pattern to his more vigorous and consequently stronger-willed companions. The boy to be admired was, for instance, one who forbore to spend his money on a tempting copy of Horace (!) in order that he might be enabled to buy prawns for his mother. "The Good Girl" of the following poem published in 1811 is fortunately extinct.

Miss Lydia Banks, though very young,
Will never do what's rude or wrong.
When spoken to she always tries
To give the most polite replies.

Observing what at school she's taught,
She turns her toes as children ought;
And when returned at night from school,
She never lolls on chair or stool.

Perhaps some little girl may ask,
If Lydia always learns her task;
With pleasure I can answer this,
Because with truth I answer, "Yes."

Such was the mawkish sentimentality on which our forefathers were fed. The apotheosis of the prig was carried to the very verge of madness; for the children were told that Nature herself watches with tender care over the good boy. Thus we have an illustration of the good boy playfully toying with a virulent viper, whose fang cannot penetrate the invulnerable hide of virtue in which his playmate is encased. Not the least pathetic side of all this teaching is the fact that a total lack of humour enables both parent and child to take for gospel what the modern child would only receive with screams of laughter.

Altogether the picture of old-fashioned childhood presented by Mr. Tuer is gruesome enough. It is well, no doubt, to consider our own deficiencies in educational methods that we may realize the distance yet to be traversed before the ideal is reached. At the same time, it is clearly a stimulating process to examine the advance already achieved. Those who may desire to apprehend the progress effected even within the last seventy or eighty years cannot do better than examine this entertaining collection of Mr. Tuer.

FROM UNION TO UNIVERSITY.

IT will be seen at once that this title is merely a variant from the one founded on the familiar vision of the ladder that reaches, or shall reach, from the gutter to the University. The slight novelty is introduced for this reason—that experience seems to show that it is usual for those who begin in the gutter to end there. They never even go to school, to say nothing of the University, the energy of attendance officers being devoted, unless the experience of one person is quite unique, to the task of paying constant calls at the houses of such people as unmarried ushers, who occupy their time, harmlessly enough, in trying to teach the children of other people.

Experts are beginning to discover—or, at any rate, to proclaim—a truth which "fools" (in the Pauline sense) have long known—namely, that vast masses of children never go to school at all, or go with such irregularity that their going is of little benefit to others or themselves. They begin in the gutter as makers of mud pies, and they end in it as carriers of sandwich boards, to which they supply the meat, having sometimes spent the interval in occupations less amusing and more harmful. Leaving the freedom of the gutter, let them seek the seclusion (with their parents) of the union workhouse, and then the children will have some sort of discipline, some regularity of life, some opportunity for learning something besides technical instruction in mud mixing. Union and University have, at least, two syllables in common.

It is when we come to the second stage in the journey that obstacles appear upon the course. "Let it be granted," as Euclid says in his friendly way, that the poor boy has, in some sort of school, made a good beginning: where is he to get his higher grade? Everybody knows that many doors are open, that the Charity Commissioners or other bodies of omnipotence have thrown down many barriers, altered the rules and constitution of many schools, so as to make courses clear for talent, have substituted, in some schools, at least, competition for selection, progress for poverty; that is to say, no longer allow the poverty and position of parents to be considered, but solely have regard to progress so far as that subtle thing can be gauged by marks gained in examination. It is late in the day to raise a protest against competition; but, as a donkey once allowed himself to kick out at an engine that whizzed close by on the railway, so a writer may for once, perhaps, be allowed to raise a voice, albeit unmelodious, against the tyranny of competition and of marks that have become a Mumbo Jumbo.

The principle of competition is the resource of the indolent, not that the competitor is indolent, nor is the examiner who marks the papers, poor creature! but there is no question that selection, if conscientiously performed, is very difficult, whereas to name a day for the examination, and to appoint a poser, is quite easy. If any one expresses a doubt as to the ease or advantage of a move from a primary to a secondary school, he is at once suspected of having a cynical or jealous spirit that dislikes the idea of a breakdown of privilege, and the notion of educating boys "above their station." That such feelings exist or have existed may be true; but it is also certain that there are schoolmasters who regarded changes of this kind with friendly eyes, and have been taught by experience to find difficulties where none were expected. Take the case, for instance, of a school in which, as in many others, was a large element of charity. Here competition was unknown, the poverty of the parents, in whatever rank of life, being the only plea. To this school, as to others, came a scheme which ordered that a certain number of places should be reserved for competition-wallahs from elementary schools in London and its neighbourhood. The Tories connected with the school were horrified, while some who, socially, at any rate, are Liberal prophesied smooth things, saying and thinking that as some boys, common though not unclean, had, under the old regulations, got in on grounds of poverty, it might be no bad thing to secure intelligence in such boys by the simple principle of competition. It may be allowed that the average intelligence is better. There are no boys quite so stupid as there used to be, but the brilliant boys, always here, as elsewhere, few and far between, have vanished—not that the mere fact of competing stupefies or stupidifies the brain, but because, if he must compete somewhere, a boy or his parents may prefer that he should compete at Eton or Winchester or at one of the many less important schools that set these traps for clever little birds. Moreover,

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competition and the preceding cram, *alias* "special preparation," combine to form an exhausting process, so that some of the successful boys are suggestive of extinct volcanoes, and begin their career at the new school by taking the holiday that has been denied them for a season.

Some one—possibly Mr. Arthur Balfour—has declared dullness to be a "natural gift," and so, without doubt, it is; but it is possible that it is fostered and developed by the various elements of competition. But marks and competition are modern deities, against which it is bootless toil to fight; yet there may be some use in drawing attention to a difficulty which might not, without actual experience, have been supposed to exist. Before new education rules are cut and dried, it may be as well to point out that it is useless to provide boarding schools for the boys moved up from the schools called elementary, whether Church or Board. Board and boarding seem to differ only by a little syllable; but the gulf is wide. It would seem that such children are, speaking generally, accustomed to no sort of discipline when out of school. Inside the schools, no doubt, the discipline is excellent, in spite of the fact that there is no corporal punishment except in the cases (reported by the Press) where the fierce father or mother of a pupil inflicts such punishment upon the master or the mistress. There are many things about a boarding school which the British parent and child of a certain social grade cannot away with. Accustomed to the bright newness of a Board school, one parent removes his boy at once from a sombre building that was erected before 1870. A mother carries off her darling because he has to "strip" for washing and because the dormitory windows are not always closed. Another boy soon leaves because school rules forbid his going for a stroll about the streets each night at 9 p.m. It might be supposed, in cases like these, that the boy is shy and awkward, and only wants a little friendly counsel from a master trying to play the part of elder brother, after which he will be well content to stay. Such is theory, but the fact is that most of such boys are by no means shy or diffident. Having got in by competition, they regard their presence as a condescension, and should a mere assistant-master endeavour to befriending them, he will be informed that the boy must see the headmaster, and "has no wish to deal with subordinates." In such cases there is a waste of man's time and school space. There is yet another difficulty with such boys in a boarding school; they have many conscientious objections—*e.g.*, to the Church Catechism with its Ten Commandments. In a word, no educational potter's wheel will turn the earthenware crock into a porcelain vase, or, in more homely metaphor, make a silk purse out of a sow's ear.

GERMAN SCHOOLBOYS IN ENGLAND.

By J. SPENCER CURWEN.

DR. LIETZ, who was a year with Dr. Reddie at Abbotsholme, published a book on "The New School" when he got back to Germany. He has since done more—started a boys' boarding school in the Harz district on Abbotsholme lines. Last July a dozen of the boys, with Dr. Lietz and two masters, started on their bicycles for a camping trip in England. The story of their five weeks' doings, published in their school magazine, is full of stirring incident, and would be well worth translating. I can only attempt a brief epitome. The party paraded for the start with knapsacks, and hooded cloaks strapped to the bicycles. Six of the strongest carried on their backs sections of the tent or awning which they were to sleep under, another carried a kettle, another a camera. With a "hip, hurrah!" they sprang to their saddles and left Ilsenburg behind.

The dry summer favoured the travellers. One trembles to think what a wet and cold season would have meant for them. Their plan was to use a tree as tent-pole and arrange their canvas around it. But on hot nights they often slept in the open, drawing their cloaks about them, and using the canvas as a sheet. When a barn offered they used it. Now and again they would get a meal at a restaurant; but the rule was to boil their own cocoa, and for the rest to feed on milk, bread, and fruit.

Through Brunswick they reached Hamburg in a couple of days, and there took ship for Grimsby, singing German folk-

songs as the steamer dropped down the Elbe. The night was so warm that they laid their heads on their knapsacks and slept on deck. The English pudding, served by the steward, was irresistible; but when the wind got up in the North Sea the poetry disappeared. From Grimsby the group cycled to Lincoln. They were struck with the English meadows, the oak trees, and the hedges, "which reveal the Englishman's character, his aloofness, and his preference for keeping his business to himself." In every village in Germany they had been shouted at, chaffed, and dangerously molested; but the English villagers took no notice of them. [As a cyclist in the seventies, I can assure the German cyclists that we have been through the stage of which they complain.] At Lincoln they watched a cricket match and admired the cathedral; further on they fell in love with a tea-garden. The night was spent in a shed. In the morning the farmer discovered them; he was surprised, but most polite.

On through Derby to Abbotsholme, where they spent a fortnight, the boys of the two nationalities fraternizing cordially. The German party, amid the attractions of cricket, hay-making, and bathing, learnt rounders, and succumbed to the delights of Canadian canoes on the Dove; helped sing English and German hymns in the school chapel; gave a concert; acted two home-made plays, one representing their camping life, the other a German school inspection. While the Germans were at Abbotsholme the Parents' Gathering took place. The foreign visitors were surprised to see English fathers play a cricket match with their sons and take headers with them in the river. At the speeches after the banquet, the fathers explained that they sent their boys to Abbotsholme because they did not want them kept in the intellectual grip of the middle ages, or turned into cripples by overstudy or want of exercise. [This must be regarded as a hit at German schools.]

The tour through England now began. They were struck with the primitive life of the peasants in the Derbyshire hills. At Manchester a manufacturer, whose son is at Abbotsholme, entertained and housed them the first night, and next day showed them his well organized factory. At Liverpool they did the Overhead Railway and the Ship Canal, bathed in the Mersey, and passed on to Chester. The Black Country, which they traversed on the way to Birmingham, depressed them; but at Kenilworth, Warwick, and Stratford they felt the romance of the middle ages.

Passing on to Oxford, they went the round of the colleges. They saw Windsor Castle, and watched the Eton boys at cricket. Nearing London they stopped to see Kew Gardens, and would have been content to camp there. Three days in London were spent at an hotel. They saw the sights of Westminster, St. Paul's, and the Tower, steamed down the river to Greenwich, visited the two departments of the British Museum, and the Zoological Gardens and the National Gallery. Then came the scramble at Liverpool Street Station, on the Saturday before Bank Holiday. They reached Harwich, boarded the Hamburg boat, and were soon once more in the Fatherland.

During the five weeks they had ridden about 1,000 kilometres on their bicycles, and, excluding the fortnight at Abbotsholme, had spent only some £5 each, while £10 had been the maximum expense they had allowed for. It is clear that these German boys roughed it more than English boys of the same class would be prepared to do. The writer of the narrative winds up by speaking of the good they had all received, the lessons of comradeship and duty, the sense of enlargement and freedom which had come from travel. Neither accident nor illness had befallen them; by day and night, in sunshine and storm, in the open and under shelter, on sea and land, in town and country, they had been mercifully preserved.

JOTTINGS.

AMONG the curiosities of the Ecclesiastical Art Exhibition great interest was excited by a collection of old Bibles, including specimens of various editions that have become known to posterity by misprinted words. Most of these were lent by the Rev. Isaac Taylor, Vicar of Harmondsworth, who very considerably accompanied his loan with an excellent series of explanatory notes. The case contained copies of the well known "Vinegar" Bible (date 1717) in which the word *vinegar* is erroneously printed for *vineyard* in the page heading of

Luke xx., where the Parable of the Vineyard occurs; the "Wife Hater" Bible (1810), where a misprint makes it appear that a man cannot be saved unless he hates "his own wife also" (Luke xiv. 26); the "Standing Fishes" Bible (1809), in which "the fishers shall stand" (Ezekiel xlvi. 10) is turned into "the fishes shall stand"; the "He" Bible (1612), which has "he went into the cite" instead of "she went," &c., at Ruth iii. 15; the "Judas" Bible (Authorized Version, 1611), in which *Judas* is misprinted for *Jesus* at Matthew xxiii. 36; and the "Independents" Bible (1659-60), which very awkwardly puts "ye" for "me" at Acts vi. 3.

BESIDES these specimens of editions made famous by misprints were examples of some that have been named after quaint and obsolete readings—the "Treacle" Bible, in which "There is no more balm in Gilead" (Jer. vii. 22) is curiously rendered "no more Triacle at Galahad"; the "Breeches" Bible (Genevan Version of 1560), which, in the second chapter of Genesis, describes Adam and Eve as making themselves "breeches"; and the "Bugges" Bible of 1537, which renders by "bugges" the word now translated *terror* in Psalm xci.: "Thou shalt not be afayed for the bugges by night." *Bugge* is, of course, cognate with *bogey*, and, surviving in *bugbear*, was known to Spenser and Shakespeare in the same sense as that of the Bible translation. Johnson gives examples of it from both poets.

OF more serious interest than these curiosities of Biblical literature was the fine copy of the "Bishops' Bible," lent also by Mr. Taylor—the edition revised in 1568 by Archbishop Parker in collaboration with twelve contemporary bishops, and illustrated, according to the fashion of the day, with portraits of Queen Elizabeth, Lord Leicester, and Lord Burleigh.

AT the meeting of the Council of the College of Preceptors held on October 14 the following were appointed to examinerships:—Mathematics, J. Blaikie, M.A., Fellow of Gonville and Caius College, Cambridge; German, E. A. Milner-Barry, M.A. Gonville and Caius College, Cambridge; A. E. Twentymann, B.A. Brasenose College, Oxford.

MR. A. SUTHERLAND gives a delightful variation on the vulgar howler: "I recollect a candidate who had been asked the unprofitable question, 'Why did Henry the Eighth divorce Katherine of Aragon?' He answered, 'Because he wanted an air.' The last word had evidently seemed incomplete, for he had struck it out and rewritten it 'hair.' This, too, was unsatisfactory, and was replaced by 'hier.' But on subsequent reperusal he had resolved to shun the difficulty, and had struck out the whole answer, for which he finally substituted, 'Because he wished for a mail child.'"

THE *Rugby News* locates the following howler; but it is only fair to Rugby to add that we believe it to be a chestnut: "Who was Sir Walter Raleigh?"—"The man who introduced tobacco into England. One night when smoking with a friend he said, 'By God's grace, Master Ridley, we have this day lighted such a fire in England as I trust shall never be put out.'"

LORD HALIBURTON has received the honorary degree of D.C.L. conferred by King's College, Windsor, Nova Scotia.

A RESOLUTION of importance to women medical students has been adopted by the Court of Governors of Owens College, Manchester. It is to the effect that, subject to the Council being able to make the necessary arrangements, the Court is of opinion that women students should be admitted to the course of study necessary to qualify them for medical degrees and practice.

THE King of Siam, who has already in several ways shown his appreciation of English schools, has sent his son, in company with a party of Siamese boys, to be educated in England.

ANOTHER strongly worded warning to English ladies intending to accept situations as governesses in Russia is addressed to the Press by the British-American Chaplain in Petersburg. He advises previous application to Mr. Richard N. Wylie, at the English Church, who will answer all inquiries.

A CURIOUS state of affairs has resulted at the village school of Great Saughall, near Chester. Two headmasters have been elected, each one claiming, of course, that his election is legal. As the school is endowed, probably the Charity Commissioners will be called upon to decide. It seems from the trust deeds that the managers are all subscribers of twenty shillings and upwards. A number of friends of one of the candidates sent sufficient subscriptions in order to gain a vote.

But the treasurer, acting on legal advice, refused to accept subscriptions sent at the eleventh hour.

THE upholders of the Birmingham University scheme have now received sufficient funds to enable them to apply to the Privy Council for a charter. Mr. Charles Holcroft has just given a generous donation of £20,000, and this brings up the amount to £315,400. Including the endowment of Mason College the new University will start with upwards of half a million. This sum is not considered fully adequate, and further donations are expected.

THE *Oxford Magazine* tells us that, of the 758 men who have just come up to the University, 401, or more than half, hail from the large public schools. Eton, as might be expected, heads the list with 59, Winchester comes next with 42—17 of whom go to New College; Charterhouse sends 32, Rugby 31, Harrow 30, Marlborough 29, and St. Paul's 25. The Roman Catholic schools of Stonyhurst and Beaumont send respectively 4 and 2. There is also an increasing number of colonials and Americans who now seek the advantage of an Oxford education.

THE London Playing Fields Society again appeal for old lawn-tennis balls, or any requisites for games, for distribution among the school-children in London. All such gifts will be gratefully received by the Secretary, Mr. G. J. Mordaunt, 66 Eccleston Square, S.W.

J. C. SMITH, Esq., M.A. of Edinburgh University and Trinity College, Oxford, Rector of Stirling High School, and A. Douglas Thomson, Esq., M.A., D.Litt. of Edinburgh University, have been nominated by the Lords of the Committee of Privy Council on Education in Scotland for the vacancies in the office of Her Majesty's Inspector of Schools caused by the deaths of Dr. Ogilvie and Mr. J. W. Marshall.

AT a meeting of the governors of the University College, Liverpool, it was announced that Mrs. George Holt and her daughter, Miss Emma Holt, had each sent a cheque for £5,000 to be devoted to the purposes of the physical laboratory. These ladies had already subscribed £2,000 to the medical school and £3,000 to the anatomical school.

MR. JOHN CHARLES MILNES, sometime Scholar of Exeter College, has been appointed Lecturer in Law at Merton College, and has thereupon been elected to a fellowship at that college.

THE Durham University College of Science issues an appeal for £100,000 to complete the Newcastle College buildings, which are quite inadequate for the large and increasing number of students. It is stated that the average cost per student in similar colleges is £51; whereas in Newcastle the funds only permit the expenditure of £28 per head.

THE elementary teacher lacks the power to enforce the final punishment of expulsion on which the discipline of secondary schools is ultimately based. "My Lords" have lately stated that expulsion from an elementary school for gross misconduct is not held to be reasonable unless the case is one for an industrial school.

MR. MILNER-BARRY, in the course of a valuable article on the teaching of German, states: "At the present juncture I fear it is impossible to advocate with any degree of success the complete introduction of *die neuere Richtung*, which has been used with such striking results on the Continent." Its introduction implies, in fact, a large change in school methods which can only come gradually.

AMONG the instructions to inspectors recently issued by the Science and Art Department is the following:—"Every teacher on the staff of a school of science should have some time during the school hours in which he has no class . . . for those solely engaged in the teaching of experimental science, five hours per week constitutes a fair proportion of such time."

THE Education Department has approved a scheme presented by the Barnsley School Board whereby the children may be taken on organized "school journeys." This is, no doubt, a direct result of Miss Dodd's contribution to the "Special Reports."

IT is noticeable that teachers in voluntary schools are, like the members of the Assistant-Masters' Association, awakening to the "intolerable disabilities" under which they work. The following resolution has been sent to the Education Department by the executive of the National Association of Voluntary Teachers: "The insecurity of tenure to which teachers in elementary schools are at present liable is a serious blot upon our educational system, and therefore this executive of the National Association of Voluntary Teachers earnestly urges the Education Department to frame such provisions as will give to all

teachers whose work satisfies the requirements of the Department protection from the injustice of capricious dismissal, especially in view of the altered conditions brought about by the passing of the Elementary Teachers' Superannuation Act 1898."

THE death is announced of Mr. E. J. Marshall, Headmaster of Brighton Grammar School. His strong, uncompromising figure was familiar at meetings of the Incorporated Association of Headmasters, and his influence in Brighton, where he more than held his own against the encroachments of the School Board, will remain through many a generation of schoolboys.

THE Secretary of the Decimal Association has received a letter from the Education Department assuring him that "my Lords" desire to support any movement for useful and efficient instruction in the metric system, permission to teach which is already given in the Code.

THE *Chicago Tribune* gives a list of donations during the past nine months to purely educational objects. The total is nearly six millions of pounds, being more than double the donations for similar purposes during the year 1898.

THE present war spirit is amusingly illustrated by the following essay, written, on the authority of *Cassell's Saturday Journal*, by a child ten years of age:—"Krugger and Kannerbulism is one. He is a man of blud. Mr. Chamberling has wrote to him sayin come out and fite or else give up the blud of the English you have took. he is a boardutchman and a wickid heethin. lord Kitchener has been sent for his goary blud and to bring back his scanderlus head ded or alive."

THE same journal gives another specimen essay which goes to show the lamentable folly, if nothing worse, of trying to give young children notions far beyond their powers of reception. Here it is:—"Tenyson wrote butifull poems with long hair and studid so much that he sed mother will you call me airly dear. his most gratest poem is calld the idoll King. he was made a lord but he was a good man and wrote many hoads. he luvd our Queen so much that he made a poem to her calld the fairy Queen."

THE London School Board has accepted the estimate of over £30,000 for the erection of a higher-grade school at Hackney. The cost works out at nearly £40 per school-place, exclusive of cost of site.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, the "Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

THE Executive Committee of Council met on September 28. There were present:—The Rev. Canon the Hon. E. Lyttelton (Chairman), Miss Busk, Mr. Charles, Miss Connolly, Miss Edwards, Mr. Langler, Mr. Nesbitt, Miss Page, Mr. Russell, Miss Smithers, Mrs. Sutton, Mr. Thornton, Mrs. Tribe, and Mr. Wise.

Twenty-one applicants for membership were elected, viz., Central Guild, 20; Folkestone Branch, 1.

It was agreed to send a message of sincere condolence to the relatives of the late Mr. Benjamin Guest, assistant Hon. Librarian, and Hon. Curator of the Educational Museum, and a great and highly valued helper of the Guild in many ways.

The arrangements in connexion with the Teachers' Guild Exhibit in the English Education Exhibition, 1900, were considered.

The Committee decided to call the attention of members, through this report, to the new Examination in Practical Hygiene for School Teachers, organized by the Sanitary Institute. (Particulars from the Teachers' Guild Office, or from the Sanitary Institute, Margaret Street, London, W.)

Miss H. Busk and Miss Galloway (of Glasgow) were reappointed to represent the Guild on the National Council of Women.

Miss Connolly was appointed to represent the Guild on a Committee of experts and others interested in the question of the Employment of School-Children for Profit, which the Women's Industrial Council and the National Union of Women Workers are forming.

The Executive Committee met again on October 26.

The name of Miss Belcher has unfortunately been kept on the list of Local Correspondents of the Guild in the new Annual Report. The fact of Miss Belcher's death was not known to the person responsible for putting together the Report.

CENTRAL GUILD—LONDON SECTIONS—CALENDAR FOR NOVEMBER.

Friday, 3rd, 8 p.m.—Arranged by Section G. Conjoint meeting of all Sections. Lecture by the Rev. Canon Benham on "Winchester," the Rev. the Principal of King's College, London, in the Chair, at King's College, Strand, W.C.

Saturday, 4th, 7 p.m.—Section F.—Conversazione at the Stockwell Training College, by kind invitation of the Froebel Society.

Tuesday, 7th, 8 p.m.—Section D. Lecture on "Edward Thring," by Sir Joshua Fitch, LL.D., at 2 Leinster Gardens, W. Members of all Sections and friends cordially invited.

Friday, 10th, 8 p.m.—Section F. Lecture, with illustrations, on "Manual Training in the School Curriculum," by A. N. Disney, Esq., M.A., B.Sc., at the Modern School, 22 North Side, Clapham Common, S.W.

Saturday, 11th, 7-10 p.m.—Section A. Conversazione, by invitation of the Misses Crookshank, and lecture on "China," by Miss A. C. Baker, at St. Leonards, Amhurst Park, N.

Thursday, 16th, 8 p.m.—Section B. Lecture on "Peasant Life in Modern Greece," illustrated with lantern views, by W. H. D. Rouse, Esq., M.A., of Rugby School, in the Botanical Theatre, at University College, Gower Street, W.C. Members from other Sections are invited.

Saturday, 18th, 11 a.m.—Section E. Sir Reginald Palgrave has kindly promised to conduct members of the Section over the Houses of Parliament.

Friday, 24th, 8 p.m.—Section D. Lecture on "Town and Country Problems in Education," by Michael Sadler, Esq., M.A., at 2 Leinster Gardens, W. Members of all Sections and friends cordially invited.

Tuesday, 28th, 8 p.m.—Section C. Short Lecture on "Grammatical Analysis," by the Rev. S. Tickell, at 74 Gower Street, W.C. Miss M. Green and Mr. H. Courthope Bowen, M.A., will join in the discussion to follow. Tea and coffee. Friends of members are invited.

Friday, December 1st, 8 p.m.—Section G. Lecture on "The Art of Teaching Spelling," by the Rev. S. Tickell, to be followed by a discussion, at Aske's School, Jerningham Road, New Cross, S.E. Tea and coffee at 7.30.

At the meeting of Section A on October 2 (at 29 Clapton Common), a very able paper, entitled "The Lack of Unity in Modern Education," was read by Mr. Stanley Anderton. The writer deplored the great and apparently growing want of interest in all kinds of serious study evinced by young people after they had left school; this lamentable result, in his opinion, being produced by some failure on the part of our educational system. Mr. Anderton showed that in the present day, when every one was supposed to know something of everything, nothing was fully and completely learnt. Scrupulousness of knowledge was everywhere exhibited; good courses by eminent lecturers were left severely alone, and the single popular lecture, with its pretty limelight views, was the one patronized. Our educational system, with its different teachers for different subjects, Mr. Anderton opined, was answerable for this unsatisfactory state of mind. He would like to see each subject taught with some reference to all the other subjects in the curriculum; and this end could only be achieved by placing the child, up to the age of about thirteen or fourteen years—"the age when, as a rule, mental adolescence definitely sets in"—under the care of one person, and thus securing the "unity" of mind and intellect necessary to produce a real love of study. In the discussion which followed the reading of the paper, many opinions were expressed as to the causes of, and the possibility of obviating, the particular defect of lack of interest after school age; but all the speakers differed more or less from Mr. Anderton's view of the desirability of substituting one teacher for many in the various subjects taught. Mr. Anderton's paper was an extremely thoughtful one, and contained many points for serious reflection by teachers; and it was felt by those present that the subject called for much further discussion and consideration than a single meeting would allow.

BRANCHES.

Folkestone, Hythe, and District.—The following list of lectures has been arranged:—October 14, 1899: Dramatic reading from "Shakespeare's Richard II.," by Wm. Poel, Esq. (Director of the Elizabethan Stage Society). November 11: "Some Suggestions on the Teaching of Geography," by Miss H. Busk (wall maps and a loan portfolio from the Teachers' Guild Museum will be shown). December 9: "Archæology as applied to Classical Teaching," by E. A. Gardner, Esq., M.A., Professor of Archæology at University College, London. February 10, 1900: "Short Methods in Arithmetic," by J. Jackson, Esq. March 10: Lantern lecture on "The Wonders and Romance of Insect Life," by Fred. Enock, Esq., F.E.S., F.L.S., F.R.H.S. April 7: Annual Meeting and address by the President. A large meeting thoroughly enjoyed Mr. Poel's reading on October 14, and the lecturer was thanked from the chair at the close.

Norwich.—The following programme has been arranged:—October 14: Address by P. A. Barnett, Esq., M.A. (H.M. Assistant-Inspector of Training Colleges, on "The Meaning, Purpose, and Methods of the Training of Teachers." November 10: Lecture by Miss Agnes Ward, late Principal of the Maria Grey Training College

for Women Teachers, on "How to Interest a Class in Literature"—illustrated by three short poems. December 9: The Annual Business Meeting, to be followed by a paper on "Arnold and Thring," by the Rev. Herbert A. Watson, M.A. (Headmaster of the Yarmouth Grammar School). Place of meeting, the High School, Theatre Square.

The following is an abstract of Mr. Barnett's lecture:—Assuming that teaching was a profession, a trade, or a craft—that is, a specialized activity, something which is not only better done after and by reason of practice, but also something which some people can be made to do better than other people—Mr. Barnett said that teaching had shared, with all other branches of activity to which a great stake was attached, the necessity of perfecting itself. People tended more and more to divide themselves into classes, generally devoted to one or to a few branches of regular specialized functions. The determining element was the fact that a great stake was attached, that a great deal depended on the proper performance of the specialized function. If they considered an illustration from biology, they would see that as they rose in the scale of creation they got a higher and higher, a more and more complex, division of functions between various parts of the living body. In the highly organized animal, parts and organs were always far more numerous and far more special in their work than they were in those of a lower scale. It was just so in society; the more highly organized, the more special the functions of each part. He did not say that this was a desirable state of things; indeed, on some grounds, it was a great misfortune, but, like "the white man's burden," there it was, and it had to be taken up. This differentiation of function made it more and more important that each member of the body politic should be able to do something so well that he would not be in danger of being overlooked, *déclassé*, when work is being distributed. The unskilled workman had less and less chance of finding a desirable place for the exercise of his energies. This, he thought, ought at least to teach them the general reasonableness of training for a profession by which they sought to make a livelihood. And there was this further consideration—the hopelessness and demoralization that came to the human soul if it was bereft of a sense of the power to do something well. He sometimes thought that too little was made of this in educational as in some other spheres. It was essential to all healthy and intelligent working that it should be sustained by a sense of achievement and of victory. Let them apply this to training in teaching. People who asserted that the profession of teaching needed no preparation in training were moved to do so by one or all of three lines of argument which seemed to him to lead to absurd conclusions. The first line of argument seemed to be that the power to teach came, as Minerva sprang from the brain of Jupiter, in full life and panoply, from the first, and came to all and any. No other profession took that view, and the argument could be disposed of finally by the question "How comes it about, if the power is not only innate but in working order from the first, that there are so many indifferent teachers?" Some contestants would have them believe that training was not necessary because all people who have had a liberal education have *ipso facto* the necessary equipment. There was no doubt that a liberal education was the best possible stock-in-trade for the teacher, and that nothing could take its place. But, whatever it would be his duty to teach, the teacher would teach it, well or ill, and his success in teaching would not be determined by his achievement in scholarship or in research. They must all of them have met people whose command of information was incomparably greater than their power of communicating it to others. The mere possession of a liberal education did not supply all that a teacher needed for success. These two lines of argument, however, were gradually being given up; but a third remained. It was argued that no training was worth undertaking because training necessitated the spoiling of material, and, though they could afford to let the young butcher, baker, and candlestick-maker spoil some stuff in the preliminaries of his craft, they could not do so in the case of human boys and girls. Of course, the thoroughly unsound implication concealed in this argument was that the systematized training of young men or women under regular and vigilant professional observation was likely to do more harm to the children subjected to their prentice efforts than would the work of the same young men or women who entered without any previous study, and were occasionally visited by interested friends or an unusually wide-awake headmaster. What should the process of training do for a profession? First of all it economized effort and material. A trained teacher could teach more with less effort than a teacher who was untrained, and he ought to be able to do it so that his pupil had nothing to unlearn. The next great aim achieved by the systematic training of a teacher was that which is the type, standard, and test of all true training, general or technical—it gave the teacher the power of going on. Reflections on principles, on method, and procedure all set up the habit of dealing intelligently and freshly with problems as they occur. The artisan who was taught to be dexterous in a few operations, without the general instruction which would enable him to understand principles and strike out lines for himself, was still a hewer of wood and a drawer of water; trade schools were not always true technical schools. Mr. Barnett then considered the question: "What is training?" negatively, and remarked he would tell them what it was

not. It certainly was not necessarily seminarist. The creation of what was called residential training colleges, though they served their purposes and did their work well, had its origin in economic, social, and religious circumstances almost independent of a consistent and scientific conception of the whole outfit of a teacher. There was nothing in the nature of the preparation needed which made it necessary that all such students should live together, should be of one social rank, or of one communion. Training was not merely, or even primarily, the study of psychology, still less the study of the metaphysics, which were the only sound philosophical basis of psychology. Training could not make an ignorant person into a good teacher; it could not overcome serious physical ineptitudes; it could not give plans and devices and rules for all circumstances. The three chief means of training were practice in the art of instruction, personal observation and record making, and the study of books and experiments in mental operations. Width of curriculum was the best practical basis for a mastery of the art of teaching. He did not mean that a teacher needed much infinitely detailed knowledge, but that his knowledge should be varied and well distributed over the larger areas of the whole kingdom of knowledge. A less amount of information more intelligently related to other knowledge was a better preparation for the task of instruction than a whole cyclopaedia of ill-digested matter. His advice to young teachers was to get criticism under any circumstances: first, their heads; second, their colleagues; third, anybody's. When people spoke of training, those who knew thought chiefly of criticism; those who did not know thought of it merely as a communication of sets of tricks, or inapplicable theorizing. Hence those who knew were unanimous in favour of training.—(From *Eastern Daily Press*, October 16.)

A discussion followed, in which the Chairman (the Rev. P. C. Davies), Mr. Oake, Mr. Peake, Mr. Gould, and Miss James took part.

LIBRARY.

The Hon. Librarian reports the following additions to the Library:—Presented by the Author:—Notes and Questions on "As You Like it," by Stanley Wood.

Presented by a Member:—On Children, by Bishop Thorold.

Presented by Mr. Edward Arnold:—Un Drame dans les Aïres, by Jules Verne, edited by J. G. Lloyd Jones; Pif-Paf, by E. Laboulaye, edited by W. M. Poole.

Presented by Messrs. Blackie & Son:—English Satires, with an Introduction by O. Smeaton; Survey of British History, by T. Warner; Passages from Modern Authors for Class Reading; Nat, The Naturalist, by G. M. Fenn; Macaulay's Virginia; Southey's Shorter Poems.

Presented by the Cambridge University Press:—Demonstrations in Greek Iambic Verse, by W. H. D. Rouse; A Primer of French Verse for Upper Forms, edited by F. Spencer; The Prometheus Bound of Æschylus, edited by H. Rackham; Vergil, Æneid II., Æneid VI., edited by A. Sidgwick; Caesar, Gallic War, VI., edited by E. S. Shuckburgh; Macaulay's Milton, edited by J. H. Fether (two copies of each).

Presented by Messrs. Dent & Co.:—First French Book, Second French Book, First German Book, all by S. Alge and Walter Rippmann; French Daily Life, adapted by Walter Rippmann; Elements of Phonetics, English, French, and German, translated and adapted by W. Rippmann; Three French Plays, by E. Souvestre, edited by M. Ninet; Hints on Teaching French; Hints on Teaching German, by W. Rippmann; On the Teaching of English Reading, by Nellie Dale; The Walter Crane Readers, by N. Dale (four parts).

Presented by Messrs. Hachette & Co.:—Remi en Angleterre, by H. Malot, edited by E. F. Nafel (two copies); Gems of Modern French Poetry, edited by J. Lazare; Petits Chefs-d'œuvre Contemporaines, edited by J. Lazare.

Presented by Messrs. Longmans:—Practical Introduction to the Study of Botany, by J. B. Farmer; Macbeth, edited by R. McWilliam; King Richard II., edited by W. J. Abel; First Guide to Office Work, First Guide to Commercial Correspondence, First Guide to Elementary Practical Bookkeeping—all by J. A. Jenkins; Longmans' Complete Arithmetics, Mental and Practical (seven parts).

Presented by Messrs. Macmillan & Co.:—Inorganic Chemistry for Advanced Students, by Sir Henry Roscoe and A. Harden; Practical, Plane, and Solid Geometry for Advanced Students, by J. Harrison and G. A. Baxandall; Heat, for Advanced Students, by E. Eder; Chemistry, for Organized Schools of Science, by S. Parrish and D. Forsyth; Experimental Science, Physiography (Section I.), by R. A. Gregory and A. T. Simmons; Johnson's Life of Pope, by P. Peterson; Johnson's Life of Dryden, by P. Peterson; Chaucer, The Squire's Tale, edited by A. W. Pollard; Contes Choisis, par F. Coppée, edited by M. F. Skeat.

Purchased:—Culturgeschichtliche Novellen, von W. H. Riehl, edited by H. J. Wolstenholme.

The death of the late Assistant Hon. Librarian has seriously interfered with the progress of the new Library Catalogue, but every effort is being made to complete it at an early date.

PUBLICATIONS RECEIVED.

- GEORGE ALLEN.—The Homeric Hymns: A New Prose Translation, and Essays Literary and Mythological. By Andrew Lang. With Illustrations. Price 7s. 6d. net.
- EDWARD ARNOLD.—Advanced Arithmetic. By Wm. W. Speer.—Homer's Iliad. Books XIX.—XXIV. Edited, on the base of the Ameis-Hentze Edition, by Edward Bull Clapp.—Plane and Solid Geometry. By G. A. Wentworth. Revised Edition.—Manual of Experimental Physics, for Secondary Schools. By Fred. R. Nichols, Charles H. Smith, and Charles M. Turton.—Second Year Latin. Part I. Miscellaneous Selections of Easy Latin. Part II. Selections from Cæsar's Gallic War. Edited by James B. Greenough, Benjamin L. D'Ooge, and M. Grant Daniell.—Pif-Paf. By Edouard Laboulaye. Edited, with Notes, Vocabulary, &c., by W. Mansfield Poole, M.A. Price 9d.—Un Drame dans les Aïrs. By Jules Verne. Edited, with Notes, Vocabulary, &c., by J. G. Lloyd Jones. Price 9d.—Introduction to Rhetoric. By Wm. B. Cairns, Ph.D.—Euripides' Hippolytus. Edited, with Introduction, Notes, and Critical Appendix, by J. E. Harry.—Luther's Schriften. By W. H. Carruth. (International Modern Language Series.)—England in the Nineteenth Century. By C. W. Oman. Price 3s. 6d.—Magnetism and Electricity. By J. Paley Yorke. (Arnold Science Series.) Price 3s. 6d.—English History. By E. S. Symes. Illustrated. Price 2s. 6d.—Africa as Seen by its Explorers. By E. J. Webb. Price 2s.—Cæsar and Pompey in Greece. By E. H. Atherton. (Ginn's School Classics.)
- G. W. BACON & CO.—Drawing Books: Familiar Folks. Price 2d.
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CAPE COLONY.

When, in 1896, a Bill gave the University of the Cape of Good Hope the power to confer honorary degrees, there were those who trembled lest the power should be abused. Should any such be left, the fact that the University has waited until now to exercise its power, and has, moreover, chosen men of real distinction for the first recipients, should reassure them. Dr. Muir, the Vice-Chancellor and Superintendent-General of Education, took occasion, in the course of his Convocation address, to justify the action of the University. "The power to confer honorary degrees was sought for," he said, "with the distinct object of honouring men who deserved more honour than the student who obtained his degree by examination. And, bearing in mind the lapses made by other Universities, we have hedged the degrees round with divers regulations, designed to secure the reward of merit, and of merit alone. No application of any kind from a would-be candidate can be considered; a committee of seven must thoroughly investigate the claims of any person proposed, and, if it recommends, must furnish to the Council a full statement of claims, with especial reference to services rendered to literature, learning, science, or art; and, finally, two-thirds of the whole Council must support the recommendation before it can be effected. In this way we hope that the honorary degrees of this University will be held in high esteem not only in the colony, but wherever over the world learning is valued. From the statements made by the promoters to-day you will have seen that the degrees have really been granted for research or original

scientific work. We know that the men who have received them would without such recognition have pursued their investigations in the pure and disinterested spirit which has characterized them in the past; our hope merely is that as the result of our action they may feel some little encouragement in their lonely hours of labour from knowing that the highest educational corporation of the country has spontaneously recognized the value of their labours."

The three gentlemen in question are the Rev. Peter Heinrich Brincker, Mr. George McCall Theal (Doctors of Literature), and Mr. Alexander W. Roberts (Doctor of Science). Mr. Brincker has devoted many years to the study of the languages and ethnology of the aboriginal tribes of West Africa, among whom he has resided during the greater part of his life as a missionary; Mr. Theal has given many years to the study of the history of South Africa, on which subject he is one of the best authorities; and Mr. Roberts, after having been for a considerable number of years an able and earnest student of astronomy, is now regarded as the chief authority on the variable stars of the Southern Hemisphere.

WESTERN AUSTRALIA.

We have received the Report of the Education Department for 1898, to which the signature of Mr. Cyril Jackson (as Chief Inspector of Schools) lends an additional interest. Mr. Jackson was for many years a member of the London School Board, and secretary of the Children's Country Holiday Fund, and his influence is already making itself felt in the schools of the Colony. The following extracts from the Report will give some idea of the nature of the work he has in hand: "The schools controlled by the Department now give accommodation for 15,518 children. The rolls for the December quarter showed 14,137, and the average attendance was 10,700. The liberal provision of 11 square feet per scholar is the basis of calculation used. Of this accommodation, however, 1,171 places are in hired or other temporary buildings, leaving the net provision in the Government's own premises of 14,347. . . . The fees received from the parents have shown a comparative diminution during the year, which has made the finance of the Department more difficult. Exemption from payment is within the discretion of the Minister, and can be asked for under the Regulations by all living over a mile from the nearest school, by all who have made upwards of 400 half-day attendances in the previous year, and by those who apply on the ground of poor circumstances, or for other reasons approved by the Minister. A few of the parents have refused to accept exemption, even if it would have been given. The enormous majority of those who can make this claim, however, ask for and receive free education for their children, and leave the whole cost of such education to the State, or, in other words, the taxpayers of the country, including their unmarried neighbours and those who have previously brought up their children. . . . The urgent necessity of a new scale of salaries for teachers was pointed out in last year's Report. A scale was, during the early parts of the year under review, drawn up and approved by the Executive Council, but, owing to the difficulties of providing funds, its operation was postponed until 1899. The Government recognizes that for the important task of training the youth of the Colony the best teachers obtainable are required, and that, in addition to the improvement in salary, an improvement in training facilities is essential. Last year the need of a training college was pointed out, and it is more strikingly necessary now. If the Western Australian teachers are to compete with those from the Eastern Colonies, they must have greater opportunities for culture and for learning the technical side of their profession. The examinations of teachers for their certificates show very strongly how much they require help, and how the dearth of means of education handicaps them in the pursuit of their professional advancement. . . . Education was prominently before Parliament during the year. A Bill consolidating the old Acts, and making certain needed improvements, was introduced by the Government during the Session. Free education was one of its provisions; it provided also for some supervision over private schools, and for their inspection when necessary; and it dealt with the enforcing of attendance. This Bill would have removed most of the difficulties experienced by the Department, and all its main provisions commended themselves to both Houses. It did not become law, however, owing to differences of opinion as to some alterations of the religious instruction which were introduced. This instruction in the schools is of two kinds. Special teaching is given by the delegates of the different Churches. This is necessarily limited in amount by the paucity of teachers, and is only given in seventy-five schools, and that only to a small proportion of the children, and often irregularly also. It is, however, gratifying to note the increased activity of the various religious bodies in this matter. General religious teaching is given by the teachers in the course of the ordinary school curriculum. It is strictly unsectarian in character, and gives the children the historical outlines of the Bible story with some of the moral teaching contained in it. The aim of education is far more to build up a character than the mere acquisition of knowledge; and the Department believes that the withdrawal of religion from the schools would be a great blow to a true education. . . . As was foreshadowed in the last Report, a new curriculum of instruction has been gradually introduced throughout the year. The new scheme

rather revises methods than alters the subjects of instruction. Its guiding principle is that the elementary school is to be a basis for future self-education: it is to leave in the child an intelligent and alert mind—the power to observe and to learn—rather than to furnish him with a string of memorized facts which he may remember, but will more probably forget. The new curriculum also aims at giving a more practical course of instruction. The arithmetic of real life is attacked from the beginning, rather than through abstract figures. The geography course aims at first giving a child a knowledge of his own locality, the power to measure, to estimate, and to draw plans of what he sees around him, and, from the knowledge of the immediate neighbourhood, his knowledge is to be extended to the whole Colony, to Australasia, and to the World. It is hoped that the course will make the children in the country good bushmen, and those in the towns better able to understand the influence of physical features on trade and national development. Reading, it is intended, shall lead, not to the acquisition of perfection in certain textbooks, but to a general capacity to read and understand; and in the same way children are to learn to express themselves readily and correctly in speech by means of oral composition."

UNITED STATES.

At the last meeting of the National Educational Association a discussion took place on the subject of "Educational Journalism." The matter touches ourselves so closely that we need offer no apology for quoting from the two chief papers. Mr. G. P. Brown, editor of *School and Home Education*, sums up the function of the educational Press as follows:—"The educational Press must be the standard-bearer rather than the camp-follower of the educational host if it shall perform its function. It must gather and circulate the material by which public opinion shall be moulded, and serve as the herald, at least, of the leaders of the educational array. It seeks to publish the observations, experiences, and tentative conclusions of men and women who write, with varying degrees of consciousness, of the transition in educational philosophy and practice that we are now entering upon. The less conscious one is of the philosophy of the movement the more valuable, sometimes, is his contribution, provided he is sensitive to the new atmosphere. Those who are not influenced by it may be good priests and scribes for recording what is done under the law, but they are not prophets of the coming time. Of course the educational Press must see and state the problems, and be quick to discover the trend of general educational thought from the multiplicity and variety of the thoughts of individuals. Hence the need, greater than any other, that a larger number of those recognized as leaders in the readjustment of education to changing conditions shall connect themselves with it by making free use of its columns to record their observations and reflections. They must do this in an altruistic spirit and without expectation of pecuniary reward. The educational public must join hands with the educational editor in helping him in his missionary work of diffusing knowledge among the people. The man or woman who is not willing to do this until the general public has awakened to the consciousness that they have souls as well as pockets cannot write anything, as a rule, that will be of much service to the cause. It is the spirit in which things are uttered, together with that which they contain, that makes their publication of value. The time may not be so far distant as we think when what the teacher wishes to read, and ought to read, will be the things which the general public will wish to read. There is little in education that is not of vital interest to the home. When the school shall fill its full function for the children, and they have become active citizens, they will be both able and willing to read what now they cannot read for the reason that their schooling has done so little to assist in their education. The reason why so few are really interested in the study of education, or of religion, or of art, or of politics, is that their powers have not been trained to think these subjects. They learn to think business by the persistent study and practice of it. There is no other way for them to become interested in what makes for the higher life of the soul."

Mr. W. G. Bruce, editor of the *American School Board Journal*, boldly denounces a type of educational journalist that is familiar enough elsewhere, but which, we would fain believe, has no parallel in this country. "A leading educator recently made the public statement," he declares, "that he would rather be crucified than read half the educational journals which come (no doubt gratuitously) to his desk each month. It is fair to assume that he has voiced a sentiment shared by many educators who consign more journals to the waste basket unread than they preserve for reading." First and foremost of the reasons for this state of things is "the cheap schoolmaster who is ambitious to rise in his profession, and who sees the opening in printer's ink rather than in meritorious effort on his part. He does know something of the value of publicity. He finds that he can enter the publishing business as a side issue, while he draws his salary as a teacher. He can, if necessary, afford to nurse this amateur enterprise even at a loss. But he prefers to prey upon his fellow-teachers for subscriptions and upon the business community for advertisements; he makes his friendship with his colleagues go as far as possible, and lets it be known that it will be dangerous to ignore him. The result is obvious. The numberless

sheets which are thus fastened upon the schoolroom workers of the United States represent that much scattered energy. The field becomes less promising for the strong, fearless, high-classed educational journalist. These milk-and-water sheets seldom traverse beyond their own county limits, but they nevertheless prevent the better journals from receiving the recognition in that field to which they are entitled. Thus the number of educational journals printed and published as a distinctive business enterprise is not large. And very few of them possess the financial strength to cope successfully with abuses in educational life, or to champion reforms, when their patronage, be it advertising or subscriptions, is at stake. Many journals, too, in order to make both ends meet, or to give the publisher an adequate income, become the agents for educational books, publish small books on their own account, conduct teachers' bureaus, or sell school supplies. The journal in such cases simply waves as a sort of advertising banner over an educational junk shop."

CANADA.

It is unfortunate for the educational advancement of this country that religious differences have been so recognized by law and constitutional enactments that there are in Ontario and Quebec separate State-supported schools for Protestants and for Roman Catholics. In Ontario the Protestants are in a decided majority, while in Quebec the figures are reversed. However, we have congratulated ourselves in Ontario that our public schools (the Protestant schools) recognized no sect, were not supported by any particular denomination, and so were free from narrowing influences. In fact, the schools are so free from sectarianism that many Roman Catholic parents, recognizing the superior quality of the work in the Public Schools, prefer to enrol themselves as supporters of these schools on the municipal assessment rolls, and send their children where they feel the advancement will be more rapid and permanent. And yet there have been those, especially in the Anglican Church, who feel that there should be definite religious instruction in the schools; and, to this end, they have urged the establishment of voluntary schools, seeking their ideal of education in England. The first of these schools has just been opened in the school-house of the Church of the Messiah (Anglican) in Toronto, and will, for a time at least, be restricted to the education of boys. The secular instruction will be identical with that imparted in the public schools of the city, and will be submitted to the same inspection. The teacher holds a Government certificate, and is recommended by the inspector of the public schools. The first half-hour of each day is devoted to religious instruction, and the fees charged are 20 dols. per annum for each child, being at the rate of 2 dols. a month for the school year. It is intended to aim at affiliation with the public-school system of Toronto, and, ultimately, to secure some financial assistance from the Board of Public Education.

The promoters say that when they can show upon inspection that they accomplish as thorough and complete instruction as is imparted in the public schools they will claim remuneration from the public-school rates to the extent, at least, of ten dollars annually per child, thus leaving a like amount to be contributed by the parents or guardians. The school will be managed by two trustees elected annually by the parents or guardians of the children in attendance, each parent or guardian being entitled to one vote for each child sent to school. This seems, then, to be a demand on the part of a certain class of society for a school in which religious instruction of a specific character will be imparted at stated hours, and where "manners and deportment" will form part of the training. The members of the Anglican Church interested in this movement are seeking the co-operation of the stronger bodies of Methodists and Presbyterians, but have as yet met with no encouragement. Our schools in Ontario are by no means "godless schools," and it seems to me that there is no necessity for this importation of voluntary schools.

A few days ago I visited one of the public schools of Toronto, and when, five minutes before the hour of dismissal, the teacher said: "We shall prepare for prayers," it was indeed pleasant to see the orderliness everywhere displayed, and the spirit of reverence when the teacher repeated the first few words of the Lord's Prayer. The children then took it up and carried it through themselves, with closed eyes and bowed heads. It had not the perfunctory character of a duty or a lesson, but seemed to be the fitting close of the day's work, and was recognized as such. The day's labour was completely finished before they entered upon this exercise; the books had been packed away, the details for the morrow had been arranged for, and in the spirit of freedom and thankfulness they were about to separate. The same ceremony marks the opening of the day, and seems to me to be adequate religious training for the children, when carried out in a spirit of reverence. It is entirely foreign to our Canadian ideas to have denominationalism in our educational system, and I cannot think that this voluntary-school scheme will find supporters. It may be that this school will become a private preparatory school for our Upper Canada College, of which Dr. Parkyn, the author of the "Life of Edward Thring of Uppingham," is Headmaster; but, of course, cannot in that capacity claim public aid.

JAPAN.

The twenty fifth Annual Report of the Minister of Education for Japan has also reached us. The establishment of a new Imperial University at Kyōto, the extension of normal school training, and the growth of educational societies are the chief signs of progress. Of the new University the Report says: "Up to the present time, the Imperial University of Tōkyō has been the only centre of superior education in this country. But the recent march of Western civilization has brought with it a continual demand for men of professional learning, while the number of graduates of higher schools who desire to be admitted to the University has more and more increased, as an inevitable consequence of educational progress, so that one University has been found quite inadequate to meet the demand, the result being the establishment of a new Imperial University at Kyōto. It includes a College of Law, a College of Medicine, a College of Literature, and a College of Science and Engineering." The passage dealing with the normal schools would almost seem to be corrupt, though the growing concern for character and physical culture is evident enough: "Regarding the training of pupils, greater stress is laid on the formation of character as well as on physical culture, and much attention is paid to proficiency in study; so that even the stoppage of lessons occasioned by the absence of instructors has not seriously interfered with the progress of the pupils, while in all other cases their progress has generally been more satisfactory. With regard to the health of the pupils, strict attention is paid to the quality of their diet, to the enforcement of personal cleanliness, and to the encouragement of physical exercises. Active exercises such as fencing, wrestling, rowing, &c., are also imposed on pupils out of school hours, to assist the bodily development and to contribute to the formation of character."

EDUCATION AT THE CHURCH CONGRESS.

By CLOUIDESLEY BRERETON.

EDUCATION was not one of the burning questions at the late Church Congress. It formed, however, the subject of one of the by-meetings that was held on October 11 at 8 p.m. in Kensington Town Hall. Dr. Talbot, the Bishop of Rochester, took the chair, and there was a good attendance. Of the three papers on the agenda, the first dealt with what may be called Unchristian Imperialism. The reader of the paper, Mr. T. C. Horsfall, declared that the secular education given in France and the United States had been a failure. The effects in France had been particularly disastrous, as the reader showed by referring to M. Fouillée's article on the "French Hooligans" in the *Revue des Deux Mondes*. In America, and especially in rural America, the churches were dying out by the thousand, with the result that there grew up an illiterate and immoral peasantry, with no notion of the duties of citizenship. Serious crimes were on the increase. Murders were rising at the rate of a thousand and suicides of five hundred a year. England would have found herself in a similar plight if the denominational schools had not upheld religious teaching, as well as encouraged it by their example in Board schools. The reader wound up by referring to the vexed question of placing denominational schools under local control.

The second paper, by Mr. F. C. Holiday, discussed the lines of "Future Progress in Elementary Education." Free education had not crushed out the Church schools, and the Act of 1897 had had the advantage of drawing the Church schools closer together. If Board schools had come to stay, denominational schools could not be made to go. He hoped the religious question would be solved, not by the indifference of the parents, which was bad enough already, but by some method that should satisfy all. He concluded by dilating on the hardship for Church people of having to support secular schools—surely a somewhat belated complaint.

The most interesting paper for educationists proper was that by the Rev. G. C. Bell, of Marlborough, on "The Lines of Future Progress in Secondary Education." He began by pointing out that the driving power behind recent legislation had been the desire to provide an education at once liberal and religious. The growing movement for improving commercial and technical education had also acted as a lever. He next touched on the constitution of the New Board of Education and its Consultative Committee. About the latter little was known, and its success or failure would depend on its own tact and discretion. In creating Local Authorities it was not to be expected that Parliament would provide for direct representation

(Continued on page 734.)

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of the Church of England or other religious bodies. But Parliament might create safeguards to prevent Local Authorities from tampering with the religious education already being given. Examinations must be consolidated and simplified, and, where possible, replaced by inspection. The question of standards and curricula would have to be cleared up, and teachers and examiners should be brought into closer contact. Examinations were said to have impaired the value of teaching; this was truer of no subject than of divinity.

Canon Bell next denounced the scholarship scandal. It was a mistaken policy to subsidize the "well-to-do" parents of clever boys. The present system tended likewise to encourage early specialization, which was to be deprecated. The bulk of the money thus spent might be given to students of moderate means, and devoted to University Extension work, or to post-graduate research, or the training of teachers. The first essential of education was moral training, and the heart of moral training was religion. Parents must do their share of the religious teaching at home, and also see that the school supplemented it. Training of teachers would probably be a condition of entry into the teaching profession in the near future. Other intellectual improvements would follow; but it must not be forgotten that the discipline of character was, after all, the most vital matter in the training of the future man and citizen.

SHORTHAND TEACHING.

AT the Annual Conference of the Incorporated Phonographic Society, held at the Alexandra Hall, Leeds, Mr. E. A. Cope, of London, who delivered the presidential address, claimed that the Society was rendering a service to the world, and to the workers themselves, by holding up a high standard of efficiency, by reminding beginners that shorthand was not a study to be trifled with, by reminding educationists that it was not to be taught so as to be of use unless adequate facilities were given for instruction, and the task of instruction entrusted to teachers of undoubted competency, and to no others. Referring to the Teachers' Examination instituted by the Society (at which about twelve hundred candidates have sat, certificates having been awarded to about half the number), he claimed that the Society's efforts had been conspicuously successful in diffusing sounder opinions on the subject of shorthand teaching, and in raising the general standard of such teaching throughout the community. The genius—usually very young—who boasted of his ability to teach any subject so long as he was just one lesson ahead of his pupil was being found out. Shorthand teachers were vitally interested in the Board of Education Act and the intended register of teachers; they were interested in securing the entry on the register of those whose credentials proved their fitness to teach the subject; they were concerned in the pending organization of secondary education, and in such questions as the place of shorthand in technical education and in that commercial education the need for which had been so strongly and so convincingly urged in recent years, and in many other questions to which he specifically referred. On all these subjects a society such as theirs ought to have something useful to say. Among the papers read at subsequent sittings of the Conference was one by Miss K. Pickard, of Bradford, on "The Actual and the Ideal in Teaching," and another by Mr. G. H. Douglas, M.A., of Bradford Grammar School, on "The Position of Shorthand in Commercial Education." A Parliamentary Committee was appointed to watch all measures affecting the interests of shorthand teachers and practitioners.

CALENDAR FOR NOVEMBER.

[Items for next month's Calendar are invited. Matter should reach the Office, 3 Broadway, Ludgate Hill, London, E.C., by the 22nd inst.]

- 1.—Corpus Christi College, Oxford. Classical Scholarships.
- 1.—Dublin University (Trinity College). Entrance Exam.
- 2.—Datchelor College, at 2 p.m. Lecture on "How to Set and how to Answer Examination Papers in History," by Mr. H. E. Malden, M.A.
- 2 and two following Thursdays.—Horbury Rooms, Notting Hill Gate, at 5.15 p.m. Lectures to young people on "The Wonders of Creation," by Mr. Cecil Carus-Wilson. (Course, children, 4s. 6d.; adults, 5s. 6d.)
- 2 and following seven Thursdays.—Victoria Rooms, Royal Palace Hotel, Kensington, at 5 p.m. Lectures on "The Fundamentals of Psychology," by Mr. G. F. Stout. (Course, 10s. 6d.; teachers, 2s. 6d.; single lecture, 2s.)

- 3 and following Fridays, at 7 p.m.—College of Preceptors. Lectures to Teachers.
- 3.—King's College, Strand, at 8 p.m. Lecture on "Winchester," by Canon Benham. (Teachers' Guild.)
- 4.—National Froebel Union. Return forms for Higher Certificate Exam.
- 4.—Return forms for Institute of Chartered Accountants Preliminary Exam.
- 6.—London University. M.D. Exam. Return forms.
- 7.—Oxford Exams. for Women. B. and D. Mus. Exams begin.
- 7.—Entrance Scholarships Exams. at Caius, Christ's, Clare, Emmanuel, Jesus, King's, Pembroke, St. John's, and Trinity Colleges, and Trinity Hall, Cambridge.
- 7.—2 Leinster Gardens, at 8 p.m. Lecture on "Edward Thring," by Sir Joshua Fitch. (Teachers' Guild.)
- 7 and following six Tuesdays.—University Hall, Gordon Square, at 8 p.m. Lectures on "Logic," by Mr. J. A. J. Drewitt. (Course, 5s.; teachers, 2s. 6d.; single lecture, 1s.)
- 8.—Oxford Exams. for Women. Second Public Exam. Return forms and fees.
- 8.—Royal College of Art. Art Training Exams.
- 8.—Exeter College, Oxford. Scholarship Exam.
- 9.—Datchelor College, at 2 p.m. Lecture on "The Cinque Ports," by Mr. H. E. Malden, M.A.
- 10.—Institute of Chartered Accountants. Send in forms for December Intermediate Exam.
- 10.—22 North Side, Clapham Common, at 8 p.m. Lecture on "Manual Training in the School Curriculum," with illustrations by A. N. Disney, M.A., B.Sc. (Teachers' Guild.)
- 10.—Sesame Club, 29 Dover Street, Piccadilly, at 8 p.m. Lecture on "Study on Children's Fears," by T. G. Tibbey.
- 11.—London School Board. Scholarship Exams., December. For particulars apply to Clerk.
- 15.—Ireland, Intermediate Education Board. Last day for sending in lists of Students.
- 15.—Oxford Exams. for Women. Return forms for First Public Exam., Holy Scripture.
- 15.—Oxford Exams. for Women. Return forms for First Public Exam.
- 15.—College of Preceptors. Meeting of Council and Evening Meeting.
- 15.—Post Competitions, *Journal of Education* Translation Prize.
- 16.—Trinity College of Music, London. Local Theory Exam. Return forms.
- 16 (Thursday).—University College, W.C., at 8 p.m. Lecture on "Peasant Life in Modern Greece," illustrated with Lantern Views, by W. H. D. Rouse. (Teachers' Guild.)
- 16.—Datchelor College, at 2 p.m. Lecture on "Stories and Poems: their Place in Education," by Miss Ward.
- 18.—Institute of Chartered Accountants. Send in forms for December Final Exam.
- 18.—Corpus Christi College, Oxford. Mathematical Scholarship Exam.
- 20.—London University. B.A. and B.Sc. Exams. (Honours) begin.
- 20.—2 Orme Court, Bayswater, at 5 p.m. Lecture on "St. Francis of Assisi," by Miss Annie Evans. (Parents' National Educational Union.)
- 21.—Queen's College, Oxford. Scholarship Exam.
- 21.—Keeble College, Oxford. Classical Scholarship Exam.
- 22.—Royal College of Art. Arts Training Exam.
- 22.—Post School News, items for this Calendar, &c., and all Advertisements for the December issue of the *Journal of Education*.
- 23.—Datchelor College, at 2 p.m. Lecture on "Byron," by Mr. H. E. Malden, M.A.
- 24.—Sesame Club, 29 Dover Street, Piccadilly, at 8 p.m. Lecture on "The Mental Abilities of Children," by Dr. F. Warner.
- 24.—2 Leinster Gardens, W., at 8 p.m. Lecture on "Town and Country Problems in Education," by Michael Sadler. (Teachers' Guild.)
- 25.—(noon).—Latest time for receiving urgent prepaid school and teachers' advertisements for the December issue of the *Journal of Education*.
- 28.—Birmingham, King Edward's School. Entrance Scholarship Exam.
- 28.—Oxford University Exams. for Women. Second Public Exam. (Group D) begins.
- 28.—74 Gower Street, at 8 p.m. Short Lecture on "Grammatical Analysis," by the Rev. C. Tickell. (Teachers' Guild.)
- 29.—Oxford Exams. for Women. Return forms for Responsions.
- 29.—Essex Hall, Essex Street, Strand, at 5.30 p.m. Lecture by Sir A. C. Lyall. (Subject not yet announced.) (Free.)
- 30.—Surveyors' Institute. Return forms for Preliminary Exams.

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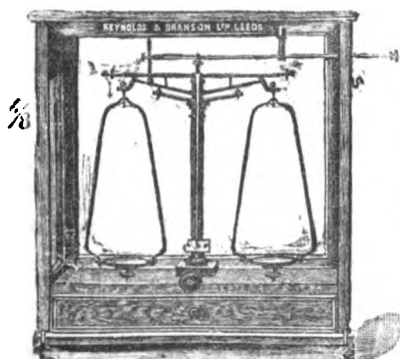
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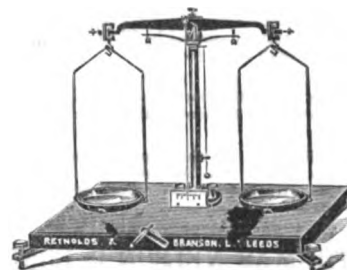
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French & German.....	Frederic Spender, M.A. (Camb.), Phil. Doc. (Leipzig).
History.....	J. E. Lloyd, M.A., Lincoln College, Oxford.
Constitutional History.....	The Principal.
English Language and Literature.....	W. Lewis Jones, M.A., late Scholar of Queens' College, Cambridge.
Philosophy.....	James Gibson, M.A., Fellow of St. John's College, Cambridge.
Mathematics.....	G. H. Bryan, Sc.D., F.R.S., late Fellow of Peterhouse, Cambridge.
Welsh.....	J. Morris Jones, M.A., late Scholar of Jesus College, Oxford.
Physics.....	Andrew Gray, M.A., LL.D., F.R.S.
Chemistry.....	J. J. Dobbie, M.A., D.Sc., late Clark Fellow of Glasgow University.
Biology.....	R. W. Phillips, M.A. (Camb.), D.Sc. (Lond.), late Scholar of St. John's College, Cambridge.
Zoology.....	Philip J. White, M.B. (Edin.), F.R.S.E.
Agriculture.....	Thomas Winter, M.A. (Edin.), F.G.S.
Education.....	J. A. Green, B.A.

Inclusive Tuition Fee, £11. 1s. a year. Laboratory Fees additional on the scale of £1. 1s. per term for six hours a week.

The College Courses qualify for the degrees of the University of Wales, and include most of the Subjects for Degrees of London University in Arts and Science. Students wishing to graduate in Medicine in the Universities of Edinburgh and Glasgow can make one Annus Medicus at this College. Special provision is made for Electrical Engineering. There is a Day Training Department for men and women and a Department for the Training of Secondary Teachers.

The average cost of living (in lodgings) and tuition at Bangor for the Session (33 weeks) is from £30 to £40. A Hall of Residence for Women, under the supervision of Miss Mary Maude, who is the College Lady Superintendent of women students, is now open. At the Entrance Scholarship Examination (which commences in September in each year) over 20 Scholarships and Exhibitions, ranging in value from £40 to £10, will be offered for competition.

For detailed information as to Courses, Entrance and other Scholarships, &c., apply to the Secretary and Registrar, Bangor.
 J. E. LLOYD, M.A.

UNIVERSITY COLLEGE OF NORTH WALES.

(A Constituent College of the University of Wales.)

DEPARTMENT FOR THE TRAINING OF SECONDARY TEACHERS.

(Recognized by the Cambridge Syndicate.)

Lecturer in Education—Mr. J. A. GREEN, B.A. (Lond.), assisted by Miss C. GRAVSON, B.A. (Lond.), and Mr. F. NORTHROP, B.A. (Vict.).

Preparation is offered for the Cambridge Diploma (Theoretical and Practical), and for the Teachers' Diploma of the University of London.

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UNIVERSITY COLLEGE OF SOUTH WALES AND MONMOUTHSHIRE.

Secondary Training Department for Women Teachers.

LECTURER on Education—Mrs.

H. MILLICENT MACKENZIE. Assistant-Lecturers—Miss HEALEY (late of the Cambridge Training College), and Miss THOMAS, B.A. Lond.

Full Course of Professional Training, especially in preparation for Intermediate or High School Teaching.

Students are admitted in October or January, and are prepared for the Examinations of the London Teachers' Diploma and the Cambridge Teachers' Certificate.

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Full Particulars may be obtained from the REGISTRAR.

University College, Cardiff,

January, 1899.

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Offices: 36 Sackville Street, Piccadilly, London, W.

CONDUCTED BY

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 Oscar Browning, Esq., M.A., Senior Fellow and History Lecturer, King's College, Cambridge.
 W. L. Courtney, Esq., Fellow and late Tutor of New College, Oxford.
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75 ALBANY STREET, REGENT'S PARK, N.W.
 (Close to Portland Road Station, Met. Railway.)

Principal and Director—ADOLF A. STEMPEL, M.G.T.I.

The ENGLISH, SWEDISH, and GERMAN SYSTEMS are most carefully taught and carried out, every possible variety of Exercises being constantly introduced to make the lessons of interest to pupils. The Gymnasium is elaborately fitted up with all the latest improvements in Apparatus, and there are commodious Dressing Rooms, with Shower Baths, &c., attached.

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This COLLEGE provides a complete course of training for well-educated women who intend to become TEACHERS. The Course includes attendance at Professor Laurie's Lectures on Education at the University of Edinburgh, and Practice in Class-teaching in several Schools.

Several BURSARIES of £30 are offered annually. The College year begins in October.

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THE DATCHELOR TRAINING COLLEGE, CAMBERWELL GROVE, S.E.

In connexion with the Datchelor Collegiate School for Girls. *Governing Body*—The Worshipful Company of Clothworkers of the City of London.

Principal—Miss RIGG.

Mistress of Method and Lecturer—Miss CARPENTER; Assisted by other Teachers and Lecturers.

This College provides a full Course of Professional Training for Women Teachers, together with abundant opportunity for regular class teaching in a School of over 400 pupils. Special provision is made for instruction in Physiology and Hygiene, Elocution, Drawing, and Ling's Swedish Drill. Students are prepared for the Examination of the Cambridge Teachers' Training Syndicate. A comfortable Hall of Residence is provided for Students in the Training College. Terms moderate. A Free Studentship (Training and Residence) will be awarded to a Graduate of a British University in January. For conditions apply to the **SECRETARY**.

BEDFORD COLLEGE, LONDON
(FOR WOMEN),

YORK PLACE, BAKER STREET, W.

Principal — Miss ETHEL HURLBATT.

The Lent Term will begin on Thursday, January 18th. The College prepares for the University of London Examinations in Arts and Science. Students may also enter, for College Courses, the Training Department, the Hygiene Department, and the Art School.

Six Laboratories are open to Students for practical work.

Students can reside in the College.

A Course of Ten Lectures for Teachers on Elementary Physiology, followed by a class for practical work, will be given by J. S. EDKINS, M.A., M.B., on Saturday mornings at 10 a.m., beginning January 20th.

Further information on application to the PRINCIPAL.

BEDFORD COLLEGE, LONDON
(FOR WOMEN),

YORK PLACE, BAKER STREET, W.

DEPARTMENT FOR PROFESSIONAL TRAINING IN TEACHING.

Head of the Department—

Miss HANNAH ROBERTSON, B.A.

The Session for 1900 opens on Thursday, January 18th. The Course includes full preparation for the Examinations for the Teaching Diplomas granted by the Universities of London and Cambridge held annually in December. Students can reside in the College.

MADAME**BERGMAN ÖSTERBERG'S**
PHYSICAL TRAINING COLLEGE,
DARTFORD HEATH, KENT,
FOR RESIDENTIAL STUDENTS.

The College, which is conducted on strictly hygienic principles, was opened in 1885, with the view of training educated women as Teachers of Scientific Physical Education, whose aim is: to spread the knowledge of Physiology, Anatomy, Hygiene, and Anthropometry; to teach Gymnastics (Ling's Swedish System), and outdoor Games (Lawn Tennis, Cricket, Hockey, Basket-Ball, &c.) in Girls' Schools and Colleges; and to give Medical Gymnastics under professional superintendence.

The Course of Training, conducted by a large and competent staff of teachers, extends over two years. At the end of the Course, examinations are held and certificates of theoretical knowledge and practical efficiency in teaching are awarded to successful students.

The College is situated on very high ground, gravel soil, on the confines of an extensive heath, half an hour from town. It stands in its own fine grounds of fourteen acres, including Out-door Gymnasium, Cycle Track, Cricket and Hockey Grounds, Lawn Tennis Courts. The demand for thoroughly trained Gymnastic Teachers is on the increase, and Students of this College are almost invariably engaged before their training is completed.

Students admitted in September.

For particulars apply The SECRETARY.

MADAME**BERGMAN ÖSTERBERG'S**
PHYSICAL TRAINING COLLEGE.1 BROADHURST GARDENS,
HAMPSTEAD, N.W.**DAY TRAINING DEPARTMENT.**

This Department will be opened in January, 1900. The Course will be the same as at the Residential College, Dartford Heath, with the exception that Swimming will take the place of Out-door Games, and that the College year will begin in January, instead of September.

For particulars apply—The SECRETARY.

MADAME**BERGMAN ÖSTERBERG'S**
UNION OF TRAINED GYMNASTIC TEACHERS.*Ling's Swedish System.*

Aim of the Union: To advance the cause of Physical Education on scientific lines.

In placing members of this Union as Teachers in Schools, careful and discriminating choice is exercised, and the exact requirements of each School specially considered.—PHYSICAL TRAINING COLLEGE, DARTFORD HEATH, KENT.

LONDON UNIVERSITY.**B.A., 1899.**

AT THE

BACHELOR OF ARTS
EXAMINATION, 1899,
107STUDENTS OF
University Correspondence
College
WERE SUCCESSFUL,Forming **61.1 PER CENT.** of the
whole B.A. List.**IMPORTANT NOTICE.****FOR THOSE WHO HAVE FAILED**A Short Course for 1900, is provided. Fee for
all Subjects, £8. 8s.*Single subjects may be taken.*

Classes in this Course are now commencing.

CLASSES FOR 1900 AND 1901.

Classes in the Ordinary Courses for B.A. and B.Sc., 1900, and in the Two Years' Course, 1901, commence December 9th. A Class commenced November 11th.*

FEES.—B.A. Full Preparation £12. 12s.

" B.Sc. " £11. 11s.

Single subjects can be taken.

* Students may join a Class which has already started by making arrangements for having back lessons.

Prospectus, Guide to Matriculation, Inter. Arts, Inter. Science, Inter. Laws, or B.A., Examination, and further particulars, will be sent, post free, on application to—

WILLIAM BRIGGS, Esq., M.A., LL.B.,
F.C.S., F.R.A.S., PRINCIPAL; or to**THE SECRETARY,***University Correspondence College London Office,*

32 Red Lion Square, Holborn, W.C.

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Department:RALPH J. BEEVOR, M.A., Trinity College,
Cambridge.**1. SCHOOL PARTNERSHIP.—**

A French Lady, Principal of a small high-class Finishing School in the best residential suburb of Paris, wishes to meet with an English Lady, well educated and well connected, as Partner. No capital is required. The Principal hopes to move to larger premises in a year's time, and desires to find a Partner who can bring or introduce pupils.

2. SCHOOL TRANSFER.—

Day School for Girls in good residential district on the outskirts of London. 30 Pupils. Capable of extension. Rent only £55. Premium for goodwill and furniture £250.

3. SCHOOL TRANSFER.—

Day and Boarding School for daughters of gentlemen, at one of the principal watering places on the South Coast. Gross receipts exceed £2,000. A purchaser must have capital to take over the furniture, fixtures, and leases, but very easy arrangements about goodwill would be made with a suitably qualified lady. A Lady able to bring Boarders would be accepted as Partner with a view to succession.

4. SCHOOL TRANSFER.—

Day School for Girls in Kent, about 12 miles from London. Nearly 50 Pupils, at medium fees. £50 required for goodwill.

5. SCHOOL TRANSFER.—

Nucleus of high-class Day School for daughters of gentlemen, in one of the best residential neighbourhoods within 10 miles of London. 15 Pupils paying good fees. Easy terms of transfer.

6. WANTED TO PURCHASE.—

A Lady, an experienced teacher with sufficient capital, wishes to acquire a thoroughly high-class Day School for Girls in the immediate vicinity of London, preferably Bayswater or South Kensington.

7. WANTED TO PURCHASE.—

A Lady, of considerable experience in teaching, wishes to acquire after Christmas a high-class School of, say, 12 Boarders and 20 Day Pupils, in the South of England. Advertiser has capital.

Further particulars as to these and other School Transfers may be obtained from the Manager, 8 Lancaster Place, Strand.

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55 & 56 Chancery Lane.

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Elementary Classes in Greek, Latin, Mathematics, English, French, Mechanics, &c.

College of Preceptors Classes.

CHRISTMAS VACATION TUITION, MATRICULATION REVISION CLASSES, December 18.

Classes for Legal and Medical Preliminaries, Entrance Scholarships, Higher Civil Service Examinations, Oxford and Cambridge Examinations. Higher Local, Oxford and Cambridge 1st M.B., L.L.A.

ROYAL UNIVERSITY, IRELAND, Classes. CLASSES for Ladies.

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Practical Classes in Biology, Chemistry, and Physics.

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For prospectus and list of lecturers apply—R. C. B. KERIN, B.A., First in First Class Classical Honours, Editor of "Pro Plancio" and "Phædo," Author of "Matriculation Course."

SUCCESSSES.

1892-1899, London Matric., 71; Inter Arts and Sc. and Prel. Sci., 81, 6 in Hons.; B.Sc., 1896-1898, 9; B.A., 1891-1898, 35, 7 in Hons.; Science Scholarships, 3; Arts Scholarships, 4; R.U.I., 50; Indian Civil, Oxford and Cambridge, and other successes.

M.A. LONDON, 1898-1899 (CLASSICS), 2; B.A. LONDON, 1899, 12 SUCCESSFUL

WAGNER HOUSE, BELSIZE GROVE, HAMPSTEAD.—This School has been taken by Miss MARIAN GREEN, late Headmistress of the High School, Blackburn. It aims to combine a sound and liberal education with the life of a cultivated English home. Large detached house, garden, tennis ground, &c. University inspection and examination will be introduced. Prospectus upon application.

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In consequence of increase of business, Mr. NEEDES has removed to more central offices, 99 STRAND, LONDON, W.C. [opposite Exeter Hall].

MEDICAL AND SCHOLASTIC AGENCY.

99 STRAND, W.C. (Established 1860.)

PARTNERSHIPS ARRANGED and TRANSFERS of Schools effected. TO VENDORS.—In addition to commission, no extra charges are made. Mr. NEEDES has the names of numerous Clients, both ladies and gentlemen, on his books, prepared with capital, up to £10,000 or more, to negotiate at once for any *bond fide* School or Partnership. **TO PURCHASERS.**—No commission charged.

1. **South Devon.**—High-class old-established Girls' Boarding and Day School. 12 Boarders, fees 80 guineas. From 14 to 18 Day Pupils, fees 20 guineas. Excellent Premises. Rent £70. Price for goodwill, &c., £600.

2. **South Coast.**—Partner required in a high-class Ladies' Boarding and Day School. Receipts average over £700. Owing to the increase of the School, vendor wishes to move into larger premises. Price for half-share of goodwill and house furniture, &c., £400. Part down. Thoroughly genuine.

3. **South Coast.**—Good-class Boarding School. 16 Boarders. Good fees. Excellent Premises. Price £450 for goodwill and all furniture.

4. **London.**—12 Boarders. 37 Day Girls. Excellent Premises. Price £400 for goodwill and good school furniture.

Mr. NEEDES has numerous Schools and Partnerships for Sale on his books. Capital required, £50 to £1,500.

All particulars and prospectus on application to F. C. NEEDES, B.A. Telegrams: "NeeDes, 99 Strand."

MESSRS. GABBITAS, THRING, & CO.

(ESTABLISHED 1873.)

TRANSFER AND PARTNERSHIP DEPARTMENT.

Telegrams—"Gabbitas, London."

1.—No. 2,845.

PARTNERSHIP OR SALE.

The opportunity is offered to a capable and experienced Educationalist, who has a connexion amongst Parents of high social position, to purchase or become a Partner in a School of the highest class for Gentlemen's Daughters at a fashionable seaside health resort. The School is under distinguished University patronage. The Staff is an exceptionally strong one, and the Premises are practically perfect, with every modern educational appliance, and with separate Boarding Houses, Fives Courts, Tennis Courts, Playing Fields, and Grounds, in all of about 18 acres. At present there are 40 Boarders, the fees ranging from 90 to 111 guineas, exclusive of extras; and 22 Day Pupils and Day Boarders at high fees. Receipts over £6,000 per annum. The School is steadily increasing in numbers. The Buildings would accommodate 100 Boarders.

2.—No. 2,738.

THE PRINCIPAL of one of the best known and most successful Finishing Schools for Gentlemen's Daughters in the neighbourhood of London proposes to retire in the course of the next two years, and desires to meet with a Lady of experience and possessing the necessary capital to succeed her. The School is of the highest class. The Premises are admirably adapted to the purpose, and stand on gravel soil in beautiful grounds of 22 acres, with tennis courts, cricket and hockey grounds, gymnasium, studio, private laundry, &c. There are 42 Boarders in the School, paying fees of £120 a year each, exclusive of all extras. No Day Pupils are received. The gross receipts for last year amounted to £8,050, and the net profit to £1,935. From £6,000 to £6,500 would be required for the goodwill and furniture. A thorough introduction will be given. This is an exceptional opportunity.

3.—No. 2,828.

THE PRINCIPAL of a successful and important Girls' School in the North of England wishes to retire in favour of a suitable Successor, having conducted her School for 38 years and having realized a competency. Admirable premises, built specially for School, which is quite full. Receipts £4,232. Present profits £1,080. Very easy terms of transfer will be made to a suitable Successor, and a thorough introduction given.

4.—No. 2,915.

A LADY PARTNER is required in a School for Gentlemen's Daughters, with Premises, Playing Field, and Gymnasium, in the West End of London. There are at present 9 Boarders and 25 Day Pupils. A Lady is looked for who has good educational qualifications and who has a connexion which could be utilized in a London school. The receipts are about £1,000 per annum. Easy terms would be offered to a thoroughly competent candidate.

For full particulars of these and many others, apply to Messrs. Gabbitas, Thring, & Co., 36 Sackville Street, London, W. No charge to Purchasers.

PRIVATE FAMILY EDUCATION.

Two Parisian Ladies (Diplômées) would receive Young Ladies or Ladies wishing to learn French Language, Conversation, &c., Music, Drawing (if desired). Good family. References. Comfortable home, near Bois de Boulogne. Bath-room. Terms by month, with daily lesson, £8.—Mlle. GAILLARD, 28 rue de Chartres, Neuilly, Paris.

1. **A LADY**, holding the Cambridge Teacher's Certificate, with twelve years' first-rate experience, who is Principal of a successful DAY SCHOOL in the West of England, desires to purchase a high-class BOARDING SCHOOL in the country or at the seaside; might take a Partnership, and could bring with her 12 or 14 Boarders paying good fees. Has Capital.

2. **A LADY** and her friend, both having successful High School and Private School experience, desire to purchase a DAY SCHOOL, with or without a few Boarders, conducted on High School lines, in London or home counties. Capital from £1,000 to £2,000.

3. **A YOUNG LADY**, who has matriculated at London in the First Division, holds the *Brevet de Capacité* of the University of Paris, and is an Associate of Queen's College, and who has had eight years' successful experience in teaching, desires a Partnership in a high-class private DAY or BOARDING SCHOOL for Girls in or near London. Capital available up to £1,000 or so. Has an excellent connexion.

4. **THE PRINCIPALS** of a high-class School for Daughters of Gentlemen in the North desire to remove their School to the South in about a year's time or less. They desire to purchase the nucleus of a high-class SCHOOL, with good Premises, Garden, and Recreation Grounds, either in the neighbourhood of London or at a fashionable Seaside Town. Can provide ample capital, and would probably bring about 14 Boarders.

5. **TWO LADIES** (one a Scholar of Newnham, with high Honours in Natural Science Tripos, the other with first-rate High School experience) wish to purchase a successful SCHOOL for Girls. Capital up to £1,000, if necessary.

6. **LADY PRINCIPAL** of Preparatory School for Boys in the North wishes to purchase DAY PREPARATORY SCHOOL for Boys in or near London. Capital available £500.

7. **THE PRINCIPAL** of a School is prepared to purchase a good-class BOARDING and DAY SCHOOL for Girls, or Boarding School, in a healthy London suburb or on South Coast. Capital £500 to £1,000. Could bring Pupils.

8. **A STUDENT** of NEWNHAM (Honours in the History Tripos), who has had some School experience, wishes to purchase a Partnership in a SCHOOL for Girls on modern lines, in the neighbourhood of London. Capital £1,000, or more if necessary.

FOREIGN LANGUAGES.

A competent Teacher (Camb. Grad. Honours), with several years' experience abroad, wishes to take RESIDENT PUPILS in Dresden. Languages quickly acquired by practical conversation. Other subjects if desired. English Games. Excellent testimonials and references.—F. C. EARLE, Bilton Grange, Rugby.

SCHOOL TRANSFER AGENCY.

(Established 1888).

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Offices—34 BEDFORD STREET, STRAND, AND 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.

Schools Transferred and Valued. No charge whatever will be made to Vendors of Schools or School Partnerships by Messrs. Griffiths, Smith, Powell & Smith, unless a sale is effected or agreed upon.

SPECIAL NOTICE TO VENDORS.

As Messrs. Griffiths, Smith, Powell & Smith have at all times the names of a large number of intending Purchasers of Schools and School Partnerships on their books, they have every confidence in stating that they can readily effect a sale of any desirable Property they may be instructed to dispose of. All instructions relating to the Transfer of Schools and School Partnerships receive the personal attention of one of the Partners of the firm.

NO COMMISSION CHARGE WHATEVER WILL BE MADE BY MESSRS. GRIFFITHS, SMITH, POWELL & SMITH, TO PURCHASERS OF SCHOOLS OR SCHOOL PARTNERSHIPS.

Applications from intending purchasers are solicited for the following properties:—

LONDON, S.W.—GIRLS' BOARDING AND DAY SCHOOL. Income £1,700 to £1,800. 28 Boarders, 56 Day Pupils. Rent only £110. Goodwill and very valuable furniture £1,500. School increasing each term.—No. 6,405.

YORKS.—GIRLS' BOARDING AND DAY. in important Town. Gross income £500; net £150. 9 Boarders, 31 Day Pupils. Rent £60. Price for goodwill, school and household furniture only £350.—No. 6,408.

LONDON, W.—First-class BOARDING SCHOOL FOR GIRLS. 17 Boarders. Income about £900 or more. Goodwill only £200. Furniture at valuation.—No. 6,406.

BELGIUM.—FINISHING BOARDING SCHOOL FOR YOUNG LADIES. 10 Pupils. Terms 70 to 100 guineas. Rent of fine house only £108. Principal retiring. Goodwill, School, and valuable household furniture £1,000.—No. 6,422.

KENT.—BOARDING AND DAY SCHOOL FOR GIRLS. 6 Boarders, 42 Day Pupils. Income £425. Goodwill, splendid Iron Room, and nearly all furniture £400.—No. 6,419.

LANCASHIRE.—High-class DAY SCHOOL FOR GIRLS. 33 Pupils. Income about £800. Profits considerable. Terms of sale to be arranged.—No. 6,434.

KENT.—GIRLS' BOARDING AND DAY SCHOOL. 7 Boarders, 30 Day Pupils. Income about £600. Reasonable offer accepted.—No. 6,437.

KENT.—DAY SCHOOL FOR GIRLS, with 4 Boarders. 40 Day Pupils. Income about £400. Splendid Premises. Goodwill £150.—No. 6,425.

SURREY.—PARTNERSHIP in successful BOARDING AND DAY SCHOOL FOR GIRLS. 18 Boarders, 35 Day Pupils. One-third share of goodwill and plant £300 only.—No. 6,412.

WORCESTERSHIRE.—BOARDING AND DAY SCHOOL FOR GIRLS. 12 to 17 Boarders, 26 Day Pupils. Fees for Boarders, 45 to 60 guineas; Day Pupils, 6 to 18 guineas. Fine premises, property of vendor. Price for goodwill and furniture, £900.—No. 6,407.

MIDDLESEX, Beautiful Locality.—GIRLS' DAY AND BOARDING SCHOOL. 40 Day Pupils, 8 Boarders. Income nearly £600. Goodwill and school furniture £400, or reasonable offer. Approaching marriage cause of sale.—No. 6,413.

KENSINGTON.—GIRLS' BOARDING SCHOOL. 17 Pupils. Income about £800 to £900. Goodwill and valuable furniture only £450.—No. 6,421.

LANCASHIRE.—BOARDING AND DAY SCHOOL FOR GIRLS. 20 Boarders, 45 Day Pupils. Income £900 to £1,000. Goodwill and large amount of furniture £500.—No. 6,423.

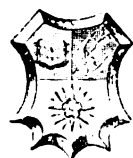
NORTH OF ENGLAND.—HIGH SCHOOL FOR GIRLS. 60 Day Pupils, 3 Boarders. Income £900 to £1,000. Fine premises. Price for goodwill and school and household furniture only £500. Approaching marriage cause of sale.—No. 6,478.

LONDON, N.W.—GIRLS' DAY SCHOOL. 30 Pupils. Income about £400. Rent £55. Goodwill £250.—No. 6,417.

WANTED TO PURCHASE, First-class SCHOOL FOR GIRLS. Income should be £800 to £2,000. S. or W. of England preferred. Capital £1,000. Address—H., care of Griffiths, Smith, Powell & Smith, as above.

N.B.—A complete list, containing the particulars of Girls' or of Boys' Schools and School Partnerships for sale, will be forwarded to intending Purchasers on application.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, having had many years' experience in the transfer of Schools, are able to advise and assist materially vendors and purchasers in their respective negotiations in regard to a Sale or Purchase, and they therefore hope their clients will consult them upon any matters connected therewith upon which they may require advice.



Recapitulation and Vacation Classes

(CHRISTMAS, 1899)

FOR

Matriculation and Prelim. Scientific, January, 1900,
Inter. Science and B.Sc., 1900,

AT

University Tutorial College, Red Lion Square, Holborn, London.

At the SCIENCE EXAMINATIONS, 1899, 155 Students of University Tutorial College

Were SUCCESSFUL, with 21 places in HONOURS, and over £1000 was gained in Hospital and Entrance Scholarships at the beginning of the Session.

January Matriculation.

An Oral Recapitulation Class, for Matriculation, January, 1900, commences at Red Lion Square, Monday, December 18th, and extends to date of Examination. Arrangements will be made for students coming up late to cover the course without further fee.

The Classes include daily lectures in each subject, and the more difficult parts of each subject are fully treated.

FEES (payable in advance):—All Subjects, £4. 4s. A reduction of One Guinea is made to students of University Correspondence College.

Prelim. Sci. (M.B.), January, 1900.

A Recapitulation Class in Biology, Chemistry, and Physics commences at Red Lion Square, Wednesday, December 27th, and meets daily. The work is arranged so that students taking only one part of the Examination may attend without loss of time.

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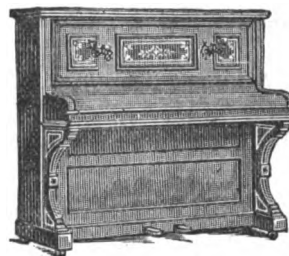
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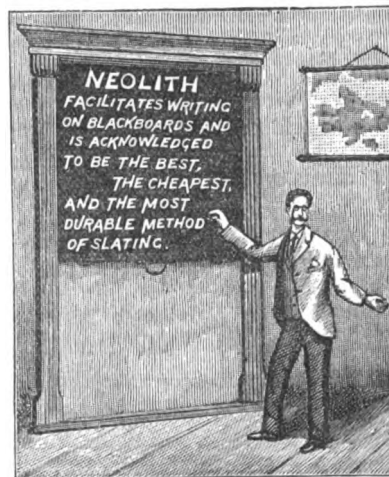
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OCCASIONAL NOTES.

THE Departmental Committee appointed to frame a scheme for reorganizing the Education Department as reconstituted by the Board of Education Bill sits with closed doors, and no rumours or surmises as to its proceedings have hitherto, so far as we are aware, appeared in the public Press. We may safely assume that the first business before it was to consider how the multifarious educational functions now exercised by South Kensington could best be separated from the Museum proper and transferred to Whitehall. It would then naturally pass on to determine which, if any, of the powers now exercisable by the Charity Commission should be immediately transferred to the Board of Education. For, unless immediate action is taken under Clause 2 (2) of the Bill, the work of the Secondary Branch of the Board would be reduced to providing for the inspection of such schools as chose to present themselves; and the Assistant-Secretary for Secondary Education, to which appointment the Duke of Devonshire pledged himself, would be a sinecure official, a fifth wheel to the coach.

THESE are surmises and probable inferences, but it is wholly unaccountable to us why one important fact in connexion with this Committee has not hitherto been made public. More than a month ago the name of Mr. Daniel Fearon, Secretary to the Charity Commissioners, was added by the Duke to the Committee. No man in England has a wider knowledge of schools of every grade. For five years he was an inspector of primary schools. He was an Assistant-Commissioner both on the Schools Inquiry Commission and on the Endowed Schools Commission, and he has held his present post since 1866. It is not too much to say that, without his knowledge and his legal and official experience to aid them, the Departmental Committee would have come to a standstill. But it

is no reflection on Mr. Fearon to add that the very fact of his allroundness precludes his championing the special interests of secondary education, and that secondary teachers still demand a representative of their own as a right to which they have an equal claim with South Kensington and Whitehall.

THE post of Assistant-Secretary for the Secondary Department of the Board of Education has not yet been filled. There are in the field four candidates—Mr. M. E. Sadler, Head of the Intelligence Department; the Hon. W. N. Bruce, Assistant Charity Commissioner and late Secretary to the Bryce Commission; Mr. Percy Matheson, Secretary to the Oxford and Cambridge Joint Examination Board; and Mr. H. M. Lindsell, of the Education Department. A memorial from the Council of a certain scholastic association was sent to the Duke backing Mr. Sadler's claims. We cannot help thinking that such zeal was injudicious; and it is needless to add that the action of the Association was without Mr. Sadler's cognizance or consent. For our own part, we should be satisfied with the appointment of any one of the first three names. To the fourth we have but one objection. Mr. Lindsell is a most capable and able official; but the one fact that he is an official of the present Education Department seems to us a fatal bar.

TWO matters have lately exercised the Statutory Commissioners of the University of London. There has been a general protest against the multiplication of faculties, and on this point the Commissioners are willing to give way, and modify their draft scheme. On the second point they are, as at present advised, obdurate. In spite of an unanimous protest from the constituent colleges they insist on retaining the Intermediate Examinations of the University, instead of delegating them, in the case of students on the teaching side, to the various college authorities. We cannot help thinking herein the Commissioners are making a great mistake. The London Matriculation corresponds roughly to Smalls, the B.A. to a Pass Degree at Oxford or Cambridge, the M.A. to Honours. To the Intermediate there is nothing exactly analogous (Oxford Moderations is the nearest analogue); but if, as we hope will prove the case, the teaching side of the new University is to take root and prosper, it is obvious that some inducement must be held out to students to join a college. Even if we admit, for the sake of argument, that Intermediate certificates were improperly awarded by college professors to their pupils, no great harm would be done. These certificates will soon cease to have any market value, if, as would not fail to be the case, the B.A. Examination proved their worthlessness.

THE BISHOP OF COVENTRY, as Chairman of the Birmingham Church Schools' Board, sends us certain recommendations in reference to the proposed Local Education Authority, which have been unanimously passed by the Council of that body. The county area is to be given up, and, in place of this, England is to be divided into ten provinces or groups of counties. This is the gist of the proposals, which do, in point of fact, represent a complete and statesmanlike scheme to include all grades of schools other than those of University rank. Some strong arguments are brought forward against the acceptance of the county area as a basis. It is certainly true that a satisfactory boundary line between a county borough and the adjoining county will be hard to draw. It is equally true that County Authorities would be lacking in the dignity and power necessary to attract under their sway the large non-

local schools. To that extent we agree with the bishop. Provincial Authorities covering large areas, with large funds at their disposal, and with a complete system of schools, training colleges, and University colleges within their boundaries, would rise above local influence and local jealousy, and would bring to the work a prestige and authority which might prove of great value.

THE Birmingham scheme presupposes—a very large assumption—that the expected Local Authority Bill will place primary and secondary education under the same control, and that, further, many of the most important functions of the present Education Department will be delegated to the locality. Such a great change is scarcely probable—still less likely after the fate of Sir John Gorst's Bill of 1896. If the assumption proves ill-founded, a great part of the scheme falls to the ground. On the main point of the substitution of a provincial for a county area, we find ourselves in disagreement with the Birmingham Council. The proposed Authority could not do the work of existing bodies of managers, and the like. The county area would still have its Authority or Authorities. So this scheme would place one stage more between the governors of a school and the Central Board. In our view, non-local schools will be in direct communication with the Central Board; the County Authority will deal with local schools only. The strongest argument against the Birmingham recommendations is that they would do away with local interest and local knowledge, would substitute a distant and unknown power for the authority of the chief men of a locality who know their neighbourhood and its needs. We stand by the county area, with permission to adjacent counties to unite for educational purposes.

MR. MACNAMARA'S energy and fighting powers never flag. With eager pen and—if we may venture to say so—with somewhat stilted rhetoric, he has done his best to urge the London School Board to undertake the management and cost of "communal feeding" for London children. The need, we admit, is urgent. We cannot fold our hands and wait for charity to overtake it. Educational pressure grows daily greater. The half-starved mite is not allowed to fall asleep on the school bench in these days. His mental activities are kept upon the stretch, and his health suffers. It is useless to try and teach underfed children. Upon that point we are all agreed. We will go further, and allow that the nation is responsible. Merely from the point of view of £ s. d. it would pay the country to feed the poorer children. But, when we come to details, we part company with Mr. Macnamara, and incline to the more moderate counsels of Sir Charles Elliott. "The British heritage," says Mr. Macnamara, "can only be safely committed to a race of men and women highly developed—morally, physically, and intellectually. The danger to the British Empire lies within its own Homeland. The wastrel, the ne'er-do-well, the rickety, the criminal—these, and not the Krupp gun or the Continental jealousy, are the real danger."

THIS is one side of the case; but Mr. Macnamara and his friends are blind to the other side or brush it aside. To supply free meals—there is no blinking the fact—would go far to remove or weaken parental responsibility, which already sits too lightly upon the fathers and mothers of "mean streets." Education is free, books are free, meals and clothes are often provided by kind-hearted teachers or charitable institutions. If a School Board undertakes the feeding, it will be logically bound to provide for the proper clothing and lodging of the children. The

gifts once given cannot be recalled, and we shall be landed in the communism of the Platonic republic. In denouncing this as a pestilent heresy, Mr. Lyulph Stanley hardly used too strong language. We look for the remedy in two directions—the co-ordination and strengthening of existing charitable organizations as proposed by Sir Charles Elliott, in which work the School Board may effectively co-operate, and the prosecution of parents who wilfully neglect their children—not by the School Board, who have neither the knowledge nor the machinery required, but by the Poor Law officers, who should be empowered to act on information supplied by school managers or masters.

MANY there are who will shed a tear over the decease of the Senior Wrangler. But the Cambridge Board of Studies gives us full and sufficient reason—if such were wanting—why this interesting relic of the past no longer merits preservation. Incidentally, these reasons go to afford ground for the common sneer that a Senior Wrangler does not always make his mark in after life. Indeed, he does not often gain the highest mathematical prize which the University has to offer. The fact seems to be that, in order to bring out candidates in order of merit, the examiners have found themselves obliged to set increasingly difficult papers. The result is that the papers are filled with artificially complicated problems, and that the student has to spend upon conundrums as barren as chess problems or double acrostics the energies which are needed to master the really fruitful ideas of modern mathematics. So the Wrangler becomes a pedant instead of an engineer or an astronomer. No one will deny that the special honour given to the Senior as against the other Wranglers is disproportionate. And, although one is sorry to see the hero of our boyish aspirations disappear, one is glad to think that in future the Mathematical Tripos may deal more fully with modern scientific problems, and less with the puzzles of the schoolmen.

EVERY ONE must agree with Lord Reay, who said, in opening the exhibition of work done in the London Board schools, that the importance of these exhibitions cannot be over-estimated. The best work is brought together for purposes of comparison, and is estimated and adjudged by experts. Teachers come to look. They see the faulty work or the bad method condemned and the good approved, and go back encouraged to fresh efforts. By the way, why is the Exhibition not open on a Saturday, the teachers' one free day? But two thoughts strike the visitor. The work shown—drawings, modelling, wood carving, metal-work, dressmaking and cookery—is but an unsatisfactory index of the state of the school. Art and technology alone find their place in such an exhibition. Important as these are, they do not exhaust the curriculum, and, to some extent, a disproportionate encouragement is given to the subjects which lend themselves to display. The second thought is this: Where is the dividing line between primary and technical education? Students who can do the work here displayed are "art students" or "technical students," and not "primary scholars," whatever be the name of the institution in which they receive their education.

MR. LYTTLETON is prone to startling phrases: "It is indisputable that English teachers speak worse than any living human beings except English pupils." This is strong; but the exaggeration may readily be welcomed if, by its means, attention is called to a very real evil. Mr. Lyttelton's energy does not rest satisfied with words. He

presided the other day over a meeting called to establish a National Scientific Voice-Training Society. We wish the Society every success. In most class-rooms there is a very considerable waste of time caused by the master's "What?" The boy does not say "What?" He is quite happy not to hear. Perhaps a more serious evil is that many teachers suffer unnecessary nervous strain and waste caused by faulty voice-production. It is not merely a question of talking easily. The tone of the voice is of the first importance. Many boys are unconsciously driven to deeds of class-room wickedness by the irritation caused by the master's voice. Still, as far as clearness of articulation goes, we believe the teacher is not behind the average. And there are some who know how to modulate their voices so as to minimize the strain to themselves and to their listeners alike. Another very important, and often neglected, point is that boys ought to be taught to stand up and speak unhesitatingly so as to be heard by the whole room.

A CONTRIBUTOR to the *Westminster Gazette*, who clearly understands the child-mind—at least as well as some of the professors of the science—writes an amusing account of a class in an orphanage. Rose Hayter, who is the leading spirit in the class, shows up, one night, a "copy" getting worse and worse towards the end, with these words added: "Please, mam, to excoose the writing. Sarey Jane is a joggin me ilbow, and I cant shove er orf, fur Im walking in the narrer way." For many weeks Rose continues in the narrow way, and the whole class is docile and attentive. But, at last, the old Adam breaks out. A terrible row takes place, and Rose almost "does for" another girl. With difficulty the combatants are separated, and Rose is led away to solitude. As the door is about to be locked, Rose turns and says to the visitor: "Don't let them come forgivin' and prayin'. Can't yer see it's all the minister and the 'ymns? Can't yer see, if I 'adn't 'eld meself in so long, I shouldn't 'ave 'it so 'ard when I did 'it?" Here is an explanation of many a school offence. Unnatural and prolonged restraint ends in a lawless outburst.

AGAIN and again, on public platform or in magazine article, we are told that the teacher talks too much. It is partly true, especially in lower forms. The cause is an over-strong reaction from an earlier plan of setting a lesson and hearing it. And the new plan seems so delightful. The teacher carefully prepares the lesson. He comes stuffed with interesting facts. He tells them and asks questions that the boys can readily answer. This the class enjoys. The happy faces seem a proof of successful method. But there is another side to the picture. The boys are not learning lessons of application and industry; so, in higher forms they resort to "cribs" or else become "slack." The inspectors of the London Board also bear their testimony to the evil: "The undue ascendancy of oral teaching may favour a superficial, scrappy, and disconnected frame of mind." Oral work and chorus-reading must be corrected by constant individual performances on the part of the pupils. A corrected error has often more effect than unrelieved perfection. The enthusiastic advocates of oral teaching in the earlier stages of language study should be equally keen to apply the corrective we have suggested.

WHAT is the result of teaching a modern language to an English schoolboy, through a period of five, six, or eight years? Teachers of French and German have received a fresh attack from Mr. Barnett. He summarizes the result negatively as follows: "No power of clear utterance, no power of making themselves understood, no power

of thinking in the language." We hesitate to adopt so strong a statement; though we admit that there is much room for improvement. Perhaps Mr. Barnett bases his opinion on two sources of experience—the Queen's Scholarship candidate, whose French often consists of fifty lessons of an elementary "course," supplemented by a prepared book, the translation of which is frequently learnt by heart; and the public-school boy, whose French is a *parergon* condescended to in the intervals left between the serious study of the classics. But there are other cases which Mr. Barnett perhaps ignores. The modern-side boy of a public school, especially if he be going to Sandhurst or Woolwich, has often a very real knowledge of the language. In many schools, too, of a newer type, in which French is the only language taught, the results are such as to put no teacher to the blush.

THE *Times* has shown great hospitality of late to letters and articles bearing on the new Board of Education. The question is a thorny one, and we have no cut-and-dried solution to offer as to the division between secondary and technical beyond what we have already stated in these columns. In our view, technical is not a word rightly employed in reference to school-life. Therefore no division should be made between local secondary schools. All should be under the same Department. But we notice strange errors into which expert writers fall who theorize at home without actual first-hand knowledge of the schools. For instance, the *Times* "correspondent" tells us that the Oxford examiner gauges his man in quite a different fashion from a South Kensington inspector. This is quite true; but it is true in an entirely different sense from that in which the writer makes it. He states that a South Kensington inspector only gauges applied knowledge—i.e., technology; while the Oxford man audits the faculties. The real difference is this: the inspector has sufficient knowledge and experience of schools to detect the weak points of teaching and to suggest remedies; the Oxford examiner, who leaves his lecture-room or rectory once a year for this purpose, takes refuge in banalities or exaggerated praise, neither of which is of the least use to the teacher.

THE fact is, that the South Kensington inspector is greatly misunderstood by those who do not know him at first hand. Some months ago Mr. Buckmaster wrote a letter in our columns exploding the fallacy that the Science and Art inspector is a half-pay officer. But the fallacy still crops up. On the contrary, he is a man of University training, who gauges schools as an Oxford examiner, *plus* the experience he has gained in his work. The University examiner pure and simple has much to learn. Parents may possibly be dazzled by his report; but it is rare that a master gets a useful hint from it. And this popular misunderstanding includes the curricula of the Science and Art Department. It is often supposed that these curricula are useful only for a sublimated artisan. The report of a school of science under the Department has just reached us, and is interesting in this connexion. The school in question, the leaving age of which is sixteen, sent in for the Oxford and Cambridge Lower Certificate all the boys in the upper division of the science school working on a time-table approved by the Department. Without any extra work in literary subjects, beyond that allowed on the time-table, these boys, with one exception, gained the certificate.

PROF. S. S. LAURIE'S "Introductory Lecture, October, 1899" (Oliver & Boyd, price 6d.), reminds us that we have done bare justice to the Scottish Code of

1899, which the Edinburgh Professor of Education regards as the most important scholastic monument of the century. And he gives chapter and verse for what a Southerner is like to set down as a flourish of the *perferendum ingenium Scotorum*. The Code concedes to the schoolmaster freedom of organization. It is a humanistic Code. The mother tongue is made the architechtonic subject; to read with understanding, to know English so as to be able to use it for the expression of observation and thought, to know something of national history and geography—such, with singing, drawing, physical exercises, and some manual work, will henceforward be the curriculum of every Scotch boy; on this his promotion will depend, and he who endures to the end, and at the age of thirteen wins the Merit Certificate, will, in Prof. Laurie's judgment, "give evidence of being better educated than any other boy of the same age in Europe, and be far ahead of boys in the great public schools, save in the one subject of Latin grammar." There is one other reform which amounts to a revolution. The term "elementary school" disappears, "specific subjects" disappear, and the higher-grade school gives instruction in subjects "that are, by common consent, held to belong to the secondary stage of education," languages, mathematics, and science. Well may Prof. Laurie exclaim: "How different all this from the educational conception of capitalist talkers (M.P.) who, by manual instruction, elementary science, and so forth, would turn the few years of free boyhood into a preparation for their money-making uses, evading the Factory Acts by turning the school itself into a factory!"

IN an address by Mr. M. E. Sadler, delivered last August to a conference of Northumberland educationists, and now published (R. Ward, Newcastle-on-Tyne), he sketches the type of school which hardly exists at present, and which seems to him one of our most pressing needs:—

First-grade non-classical secondary schools, like the Prussian *Realschulen*, giving a purely modern (but not a Philistine) education of the very highest quality, based predominantly on linguistic discipline in the mother tongue, in French and German (or Spanish); going to a good point in mathematics; teaching history and literature and geography vividly, searchingly, and with careful selection of selected topics; and disciplining every pupil, by practical experiment and later philosophical teaching, in the methods and the broad generalization of modern science.

The expression is not faultless, but the ideal here adumbrated leaves nothing to be desired. We sorely need, as Mr. Sadler goes on to observe, that type of liberal education which is a natural avenue to a keen *intellectual* interest in modern commerce and industry. And the frank acknowledgment of this deficiency is all the more remarkable as coming from a conservative who still regards a first-rate classical training as the best discipline yet invented, and warns us that "slipshod French and inaccurate German won't do the same work that Latin and Greek do in a first-grade higher school." Are not these, by the way, what Bentham called "question-begging epithets"?

THE BISHOP OF LONDON has never, so far as we are aware, been a schoolmaster, but he has in his time been a college tutor and a University professor, and should, presumably, know something about teaching. In October he distributed the prizes at the College of Preceptors, but he only said "what a owt to 'a said," and we found nothing that invited comment. Last month he gave an address at the prize-giving of the Eaton Square Church of England High School for Girls, which does seem to us provocative of criticism:—

There were fashions in education just as there were in dress, but whatever changes were made were only on the surface. The children,

after all, were being taught the old-fashioned things in other ways, and, on the whole, the old modes of teaching were the only ones that would really prevail. When particular modes of education were put before him as being sure of success, owing to the attractive way in which knowledge was placed before the youthful mind, he had very considerable doubts of their success.

So his Lordship is reported, and to us teachers it does seem disheartening to be told, by one who should be a ruler in Israel, that pedagogics is all charlatany or a delusion, that we are no forwarder than when Solomon taught us to use the rod freely. May we suggest to his Lordship a parallel which is hardly a parody? Lord Kelvin, in distributing the prizes at the City and Guilds Institute, remarked in the course of his address: "We hear a great deal nowadays about steam and electricity and compressed air, automobiles, motor cars, and bicycles; but you need not trouble your heads about such new-fangled modes of motion. The old modes of travelling are the only ones that are certain to prevail. Those who are determined to get to their journey's end will do so by hook or by crook, while the loafers, the sluggards, and the malingerers will still stick in the mud."

WE do not propose to continue after this month the correspondence on the case of dismissal at Oundle School. We have been taken to task by friends of Mr. Sanderson, whose opinion we respect, for admitting, in the first instance, Mr. Edmonds Jones's letter without at least allowing Mr. Sanderson the opportunity of replying in the same number of the *Journal*. Had time allowed, we should probably have adopted this course, but we see no reason to suppose that Mr. Sanderson would have been more ready to reply in October than in November or December. An editor's sole duty, so we hold, was to satisfy himself that there was a *prima facie* case of injustice, and that the plaintiff was neither a man of straw nor an incompetent master. Of this the fact that Mr. Jones had subsequently been appointed to the Headmastership of Trinity College School, Port Hope, by governors who had full knowledge of his antecedents, and the testimony of the Headmaster under whom he had previously served, seemed to us sufficient evidence. One retraction, however, we do desire to make. On reflection we do not think we were justified in assuming that, if Mr. Sanderson made no answer, he had no answer to make. With two of our correspondents this month we agree, that the public Press is not the best medium for voiding domestic quarrels. Both suggest that there is a more excellent way, which Mr. Sanderson may yet adopt. We are informed that the governing body of Oundle School has fully considered the case, and wholly exonerated the Headmaster, and we gladly make this fact public. Yet we cannot pretend to think that this wholly disposes of the charges. Testimonies to the efficiency of Mr. Sanderson as a science master, and to his services to the school, have been showered on us, but these very merits may be held to condone (we do not say that it is so in this case) tyranny and arbitrary treatment of assistants. For this and similar cases the ideal court of appeal would be the Consultative Committee, a professional tribunal of experts.

TECHNICAL EDUCATION.

WE have had occasion once or twice to refer to the very curious attitude of some of our County Councils towards secondary schools and scholarships. We are, therefore, pleased to note that Warwickshire, which from the first has turned the cold shoulder to its secondary schools and adopted the purely "working-man" theory of technical education, has seen the error of its ways. In the October report we find that three District Committees are to be allowed to make grants of

£50, £25, and £60 respectively to the grammar schools in their areas, any apparatus purchased, however, to remain the property of the Urban Committees. This will do for a beginning, but is not what the Royal Commission recommended. Secondary schools should be aided direct from headquarters and not left to the discretion of the District Committees; such action practically gives away the whole case against the "small area" party. Lancashire, however, is still unrepentant, and the County Council at its November meeting threw out (or, rather, referred back) a recommendation of its Education Committee to found minor and intermediate scholarships of the London type, taking children from elementary to secondary schools. The arguments used were of the flimsiest character, and mainly voiced the objections of elementary teachers to losing their best children. Mr. Snape's remark that it was "the interest of the child and not so much that of the teacher which they should have most at heart" appeared to produce no effect. The incident is, however, instructive, and teaches more lessons than the Lancashire County Council intended.

THE prize distribution of the London Chamber of Commerce Commercial Education Committee gave the Chancellor of the Exchequer an opportunity to talk some sound common sense. There is no direction in which the zeal of the premature specialization advocate needs damping down more than in the advocacy of so-called commercial education. The "business" men of the Chamber are particularly addicted to this fallacy, and appear to desire schools to turn out at fifteen or sixteen junior clerks sharp as needles, with all manner of commercial tricks and tit-bits of information. It is useless to argue with such men that it is the highly educated German master, the man with a good secondary and University education, who directs the campaign, who is beating us in the world's markets, and not this "Chinese cheap labour." Sir Michael Hicks-Beach pointed out with conclusive force that real commercial education was parallel to professional education, and therefore in the tertiary sphere, following on, but not overlapping with, a good secondary education. The London University is the body to tackle the question in its most important bearings, and not Mr. Stiggins's commercial academy. As regards the lower walks of commercial life, "hard work and plain living" are the Chancellor's panaceas for success. We may add honesty in small matters as equally important. Those qualities are to be obtained, we are told, by "better discipline of children at home," and this is very important. For commercial life, with its long hours and drudgery, the day, if not the Board, school is better than the boarding school, and the parent more powerful than the schoolmaster. This is thoroughly recognized on the Continent, and must have an important bearing on the type of secondary school for industrial purposes which will be constituted in the future.

MEANWHILE the Chamber of Commerce Committee has lit upon troublesome times. This body consists largely of "men of business," with a co-opted minority of "men of education." Recently the "men of business" have risen in revolt and would have proceeded to extremities had not the co-opted members practically threatened to resign in a body. Now a Commercial College scheme has been floated by the former section and condemned with practical unanimity by the latter. The scheme is based on the romantic fiction that "leaders of commercial enterprise rise mainly from the ranks"; so that the great thing is to give our office boys at fifteen an education which will fit them for the position of head of the firm at fifty. The chief points in this scheme are: (1) The formation of a day-school for boys over fifteen "who have already" acquired a sound secondary education." (2) A one year's course in three languages, commercial law, history, geography, business practice, bonding, clearing, &c. (3) A building to accommodate 1,000 students, in five stories, with fifty in each class-room; this to cost less than £20,000. (4) The administration *exclusively* in the hands of business men. (5) The fee to be £10 a year, and the college to have no other funds, but to be self-supporting. (6) The college to hold itself quite aloof from any other educational organization. Such a scheme is obviously beyond criticism. The object set out in (6) above would no doubt be easily attained, and the continued pursuit of No. 5 would soon make the promoters acquainted with the "organization" of the Bankruptcy Court.

THE scheme of the Technical Education Committee of the county of Southampton is conveniently summarized by the Director under ten heads. These, of course, cover the various ways and means of supplying and aiding numerous forms of technical instruction. In the case of evening continuation schools, grants are paid equal to one-and-a-half times that earned from the Education Department on "Technical Subjects," but within a minimum of £4 and a maximum of £25. This short and easy method, as pointed out on a former occasion, is open to serious objection. The Code of the Education Department, taking the lower scale of the "variable" grant, provides substantially 2d. per hour per scholar. That is to say, the remuneration for teaching ten scholars one hour is 1s. 8d.; twenty scholars, 3s. 4d.; thirty, 5s.; forty, 6s. 8d., and so on. Thus, the aid of the Education Department en-

courages quantity, while the small school, frequently of excellent quality, is starved. But, although it appears to have surpassed the capabilities of the Department to have devised a more equitable method of assessing grants, it is surely an obvious blunder for the Local Authority to aggravate the mischief. An evening continuation school which earns between £40 and £50 from the Department does not need a present of £25 from the County Council. And, the probabilities are, the school with £3. 10s. 6d. from the central fund is worth more than one with £4 from the local fund.

THERE is, moreover, a serious danger in this apparent anxiety on the part of some County Councils to augment, without sufficient precautions, the grants from the Imperial Exchequer. Evening continuation schools are legally elementary schools. In 1894 the annual grants paid by the Government in their support was £91,540; in 1898—five years later—it was £188,763. This rapid rate of increase is hardly likely to escape the attention of the Chancellor of the Exchequer, nor is he likely to be ignorant respecting the favour with which evening continuation schools are regarded by Local Authorities popularly supposed to be at a loss to invent ways of spending the whisky money. The ease with which a financial responsibility may be shifted from the central to the local treasury is manifest in the case of the grants of the Science and Art Department.

IN aiding secondary schools, the Southampton Technical Education Committee adopts the better method of varying the amount according to the endowment of the school. It may be observed, however, that while, no doubt, endowment is an important factor in the problem, the number of scholars and the fees paid by them are equally so. A capitation grant, varying from 10s. to £2, represents a somewhat limited sliding scale. A double capitation grant, it is stated, is given on boys from elementary schools who have attained Standard VI. This appears to indicate a desire on the part of the Committee for secondary schools affording facilities in direct sequence to the work of the primary schools.

OF the total of 12,917 pupils under the scheme of the County of Southampton during 1898-9, probably about half were under what may be termed systematic instruction. Lectures and demonstrations in subjects of practical utility relating to agricultural and domestic occupations were numerous and successful. The Extension method of teaching has been termed "the University on wheels." In Southampton county educational institutions on wheels are a reality. The effective system of political propaganda in remote districts by means of a van has proved satisfactory in promoting technical instruction. Southampton had a dairy van, and it now has farriery and bee vans.

THE well known zeal of the Manchester City Council for educational enterprise is again displayed in the purchase of an open space for its technical school. To build a school is a recognition of responsibility; to give it space to be seen is a proof (not sufficiently general) of interest and pride in the work which the institution represents. The total sum now borrowed on capital account for the new school is £140,000, to which, it appears, a sum of £59,025 is to be added in respect of a special loan for equipment. Of this sum nearly £100,000 has been expended. The maintenance of the Municipal Technical School and the School of Art for the year cost £13,731. At these two institutions 3,390 students were presented for examination, 2,286 of this number being under the Science and Art Department, 874 under the City and Guilds of London Institute, the remainder taking the examinations of the Society of Arts and the Union of Lancashire and Cheshire Institutes. A valuable series of scholarships are awarded by the Committee, and the number of these held during the session was 107, in addition to 100 exhibitions for evening students.

THE resolutions passed by the Agricultural Education Committee, on October 20, have been amplified by the Executive of that organization, which met on the 13th ult. A year or two ago the word most favoured by our educational reformers was "co-ordination." Now it is "differentiation." The curricula of rural schools—striving to give twelve-year old John an intelligent appreciation of reading, writing, and arithmetic—are to be differentiated from the curricula of the urban schools. There should be a continuous course of "rural" instruction, it is said, commencing in the lower standards with object lessons, and continued throughout the upper standards with lessons in natural history and science bearing on agriculture and rural life. Teachers, and pupil-teachers, it is proposed, should have special facilities, to be provided by the County Councils, for instruction in subjects bearing on agriculture and horticulture. And, to induce teachers to qualify themselves, "notice should be given in next year's Code that after a certain date rural schools will be required to supply courses of rural instruction as a condition of receiving the highest scale of grants." Alas for the over-burdened teacher!

THE "Technical Education Curriculum," according to the Mid-Bucks Divisional Committee, should include the instruction of brass

bands. It also includes the presentation of "Patent Prototype con-testing Flugel horn," "Nickel-plated tenor horn (superior quality)," and other instruments "secured on favourable terms" to competing bands in the peaceful vale of Aylesbury. We must be technically educated, we are told, to successfully withstand German competition, and no doubt the "sonorous brass of a German band" is a very formidable product. Mid-Bucks apparently intends to demonstrate the superiority of the British trombone. Another speciality of the Mid-Bucks Division is the establishment of "assistant scholarships." It is a way of saying, apparently, that assistance is given towards the cost of an agricultural training. The subject of "Historical Geology," taught by a University Extension lecturer, attracted an average attendance of twenty-nine. Two pupils sat for examination. The cost to the County Council was £50.

THE proposal to transfer the Agricultural Department of University College, Nottingham, to the Midland Dairy Institute has been approved by the Technical Instruction Committee of the Notts County Council. For seven years, it is said, this department has carried on agricultural courses under conditions which rendered practical teaching a matter of some difficulty, yet the increasing number of students attending each year shows that there is a demand for agricultural instruction. It has been said that students taking a collegiate course in agriculture have quite enough to do without attempting farm practice, which can certainly be more effectively pursued on a commercial undertaking.

TWENTY-FOUR County Council scholars attended the Modern Language Holiday Courses at Lisieux and Tours. These were nominated by the West Riding of Yorkshire, Staffordshire, Surrey, and Northumberland. This annual opportunity should not be neglected by the Technical Education Committee. Modern language masters in secondary schools and teachers of evening classes are worth the investment of a small scholarship if they desire to devote part of their holiday to self-improvement.

THE AGRICULTURAL EDUCATION COMMITTEE AND ITS PROGRAMME.

By H. MACAN.

IN the beginning of any important movement, the principal obstacle to be surmounted by the promoters is not the opposition of conflicting theories or even of vested interests, but the more easily generated dislike due to a misunderstanding of the precise objects aimed at. A studied vagueness of language in the preliminary stages and until after the fighting out of details in committee is natural and proper, but possibly gives to those not in the inner circle an idea of unreality which may arouse in them at least a passive resistance. It has, therefore, seemed to me well at this stage to set out clearly what can be legitimately read into the programme of the Agricultural Education Committee from an educational point of view, what seem to be the essentials, and how far the objects sought can be carried out apart from any large financial outlay. Of course, though a member of the Executive Committee, and in hearty sympathy with it, I do not pretend to speak with any authority. Mr. Henry Hobhouse, M.P., has given the official view in the *Record* of October; mine is merely an unofficial commentary. The objects of the Committee as set out in its programme are (a) to secure systematic and efficient instruction, both theoretical and practical, in agricultural subjects suitable to every class engaged in agriculture; (b) to diffuse among the agricultural classes a more thorough appreciation of the advantages of instruction bearing directly or indirectly on their industry.

Now, in the first place, it will be noted that there is no proposal to teach "agriculture." The practical men composing the Committee know that agriculture is a commercial art, not to be learnt except on the land, and knowledge of it is acquired as a result of long experience, keen business instincts, and shrewd common sense; but every branch of it, and every degree, has certain scientific principles underlying, and every grade of agriculturist is brought into constant contact with certain natural phenomena; the boy of Whitechapel or Camberwell cares for none of these things, or at least they are presented to him in a different aspect—his scientific atmosphere is distinct. Hence the country boy (including the country girl, of course) wants instruction in agricultural subjects. Now our objector comes in here, and either accuses us of desiring to give a "smattering of science," or else of wishing to teach infants or semi-infants "hedging, ditching, and thatching." Sir J. Lubbock

has answered the first objection in advance when he pointed out that "laying a foundation" is the proper term to use. Dealing with "facts and figures," formulæ and symbols, in the bad old way would be worse than useless; but to give children an "idea of the methods by which science is taught" can only be called "smattering" by persons unacquainted with such methods. The other argument is too silly a travesty to need refuting; children in the elementary stage cannot be taught these manual employments; it is when they have passed into the "continuation" or semi-adult stage that this part of the agricultural programme will begin to affect them. What, I take it, the proposal as regards the rural elementary schools means is that English grammar, dates of history, endless genealogies, and suchlike matters should be abolished in the school—at any rate, after Standard II. (age about eight)—and that instead there should be given a series of object lessons with a bias either towards chemistry or towards biology or zoology, all illustrated by objects familiar to rural life. Mensuration partly carried out in the fields should take the place of interest, discount, and the higher parts of arithmetic generally. Drawing should be everywhere linked with manual work of a simple character, and, in short, hand-and-eye training substituted for book-learning wherever possible. For girls, cookery, nursing, and needlework should be given great prominence.

What must be stopped, as regards girls' education, is well described by an Irish Inspector: "To a class of girls," he says, "ages fourteen to sixteen, I asked, pointing to a gaselier over their heads, what it was. The answers I got were: 'gas,' 'a thing for gas,' &c. Asked what they would do in case of an escape of gas, one said she would run for the fire brigade, another for a policeman. They were well up in geography—one was able to tell the source, course, and termination of the Irrawaddy; she was to be a housemaid."

It will, of course, be recognized that all this means dividing the schools into an upper and a lower section; the latter going on as heretofore, but with a diminished and cheaper staff. This "semi-infant" section would be unaffected by Mr. Robson's Act, and would meet, as at present, all the year round. The higher elementary "rural" school would deal with children ranging from eight to fifteen, and would meet from about October 1 to June 1 only. The children, while available for certain light agricultural (or, better, horticultural) work in the four summer months, would be kept in touch with these schools in two ways. Every child above the age of ten or eleven should have his school garden plot, where he would start working in March, and would continue to cultivate in the summer evenings, with the aid of occasional lectures and demonstrations from the instructor. To each school would be attached its small fruit garden, which would receive frequent visits throughout the year. As a writer in the *Journal of Horticulture* puts it, they would be only following the Swiss example; for with that nation, he says:

the peasants acquire a love for arboriculture while yet at school. A plot of ground planted with an assortment of fruit trees being generally placed at the disposal of the schoolmaster and his pupils, he will give them lessons on grafting and budding, explain to them the merits of the different varieties, and thus implant knowledge in their young minds which generally bears fruit in after life. On one occasion I saw half-a-dozen youngsters clambering up a wild cherry tree that had previously been lopped, and, under the direction of the long-coated, spectacled wielder of the rod, they commenced grafting the tree with some new varieties that had been received. If some such system were adopted in the schools of our English agricultural districts, it would diffuse practical knowledge among our rising generation, the importance and results of which could with difficulty be estimated.

Again, "school journeys" of a new type could easily be undertaken in the summer evenings, and the poultry or the bee farms of the neighbourhood visited under expert guidance. It is just a knowledge of these little matters which makes all the difference between a happy and prosperous rural life, worth living, and a dull and brain-deadening monotony, with the workhouse for its goal. The odd time of the children might be profitably employed in making collections of injurious insects, grasses, and other plants, useful and otherwise, and the judging of these (which would, if of merit, be placed in the school museum) should be made an integral part of the work of each school. Of course this will take up school time; but much of the work is so really recreative in the best sense that it will be gladly done in the play, or "loafing," time.

The problem of the winter evenings in villages will be largely

solved by the continuation school carrying on similar work, which will have a real connexion (and so a "continuation") with the elementary school behind and the after life of the child in front. It is only by such means that we shall approach the Continental system of compulsory continuation schools to the age of fifteen or sixteen. No doubt the "academic proletariat" ideal must go; the average child of fourteen will not have had "a good general education up to fourteen years," and will be unable at that age to locate the brook Kishon, to enumerate the wives of Henry VIII., or to deal dexterously with the letter *h*. It is, of course, true that under 20 per cent. of boys in rural districts stay at school after Standard IV., but the attitude of parents and "Guardians" alike in this matter can only be changed by a changed curriculum; farmers, again, under the Robson *régime*, plus practical teaching, will have no inducement to encourage irregular attendance. But we have a more serious objection, and that is that we are "predestinating" the promising child, we are ruining its prospects, are even going to turn it into a Russian serf, *adscriptus glebæ*. One must remember that in ninety-nine cases out of a hundred the elementary school stage is the end of day education for the child, and that County Council and other scholarships galore snap up every child of promise (and some others), and lift them into the secondary sphere. For the promising child the elementary school is an excellent place—to get out of.

It is the function of the Secondary Authority to see to the boys or girls with "careers." There is already far too great neglect of the average child in favour of scholarship classes and other devices of "Higher-Grader." But there is a stronger retort still. What is *now* done in elementary schools is to stereotype the careers of the children, the theory being that every one is to be so taught that his whole ambition will be to get at a desk and wear a black coat in the unhealthy atmosphere of our great cities. It is better for the physical, moral, and intellectual future of the race that this should be stopped, even if, as a result, some budding minor poets are turned into healthy agricultural labourers. At this point, however, we are face to face with the real difficulties of the problem—viz., the supply of teachers and finance.

It is, of course, possible that some of the more rural training colleges will make provision for a third year's course—a kind of *post-graduate* study—in practical subjects for persons qualifying for the work in rural districts. But I much doubt it, from their traditions, and from the fact that they must exist by the good will of religious bodies, they will feel inclined to take up a new line in a practical and scientific direction. I look with more hope to the agricultural colleges and to the agricultural branches of University colleges, most of which, it will be noted, have a day training college attached. Here I would have the teachers (at least that proportion willing to take a three years' course) spend their third year. Indirectly, this would increase the at present small number staying after two years. How such work would be appreciated can be judged from the annexed abstract from a letter of thanks received by a County Council recently from a number of head teachers:—

The undersigned teachers, having had the pleasure of participating in the summer meeting (1899), desire to record their sense of the value and helpfulness to them in their work with continuation classes of the various courses of study so ably conducted by the staff of the Agricultural College. The opportunities afforded them, not only of obtaining an insight into the latest methods of scientific research and demonstration, and of practical horticultural experiment, but also of performing themselves under kindly and luminous guidance many of the operations fundamental to such work, must of necessity enhance their power of imparting precise and the most recent information upon many subjects which form the larger and more important part of the curriculum of continuation classes. To those of them who have the care and supervision of school gardens nothing could have been of greater interest and service than the practical work, provision for which was so unstintingly afforded in the fruit nursery and orchard. They feel that, in providing the teachers with such experiences as these, the County Council is doing much to ensure that the work of the continuation classes shall be both reliable and beneficial.

This shows incidentally that a very considerable (temporary) supply of teachers can already be obtained as a result of County Council activity, and that consequently in selected districts the new system may be introduced without much delay.

As regards the finance of these rural schools, we can brush

aside at once the misleading comparison between the amount spent on the salary of one headmaster in a large school in London and of some half-dozen headmasters dealing with the same number of children in a rural district. The natural thing to do is to federate the rural schools under one headmaster. Children the majority of whom leave in or under Standard VI. do not require a highly experienced and expensive headmaster; this has been found in the United States, where, in the scattered districts, they refuse to break their intellectual walnuts with steam hammers. As regards the small amount of higher teaching done, one master could serve several schools. The peripatetic system, with its combination and co-operation, must apply to all the scheme if it is to be economically worked. The manual, the rural object-lessons, and the horticulture teacher would also serve a group of schools. Where would the salary of these specialists come from? One place it will not come from is the Local Taxation Grant of the County Councils; in most counties this is mortgaged to the hilt for secondary and higher technical teaching, and to throw new charges and responsibilities upon it will merely mean the raising of a technical rate, a prospect which in rural districts would wreck any scheme. No; rural schools must have a new system of finance. Subject and attendance grants must go, and a block grant on general efficiency be allocated to each school taking up the rural curriculum. From this a *pro rata* reduction would be made to pay the salaries of the specialist rural teachers who serve the group of schools. The best rural elementary teachers, who now have practically no prospects, would thus have an opening for their talents, and by the grouping system the best men would command salaries as good as their colleagues in the towns.

But who is to appoint these travelling teachers, and *quis custodiet ipsos custodes*? I see no real and permanent solution but that of a District Elementary Authority. The County Council could not do this work—it is too large; the parish body is too small. I believe that a hybrid committee of the District Council, under the general inspection of a County Council or State officer, could, and would, do the work well. A suzerainty over the rural School Board of some sort must be established soon, and this way (as it means money) appears to me to be the best way of doing it.

It has been suggested that the Diocesan Federations should be employed. I can conceive no worse bodies for this purpose, though admitting their efficiency for other purposes. These associations have an urban bias, and a literary bias. They deal with voluntary schools only, and leave out the rural School Board, which one particularly desires to mend or end. They have no area recognized for any civil purpose, and they have no advisers or members (as a rule) competent to give an opinion on science, manual work, or garden work. It is of the first importance, if this movement is to succeed, that parents and farmers, now so hostile to the school and its work, should be "roped in" and conciliated. An authority like the District Council, with, perhaps, a sprinkling of Parish Council members, is closely in sympathy with this class, and could break down the opposition. I need scarcely say that a District School Board, or any *ad hoc* body, would be worse than useless, and would merely bring in political or religious influences, the thing especially to be avoided.

When we come to that part of the programme dealing with secondary education, we are almost out of the range of controversy. It is postulated that, for the sons of farmers and others likely to take up farming, a modification should be made in the curriculum of a certain number of selected country grammar schools. It is not suggested that those schools which cater for all classes and interests should be altered as a whole, but that a new "side," an agricultural side, should be attached to them, corresponding somewhat to the modern side of the town schools. This is to be done by the aid of the Science and Art Department, which is to be requested to found a "science school" of a new type to do this work. Just as at present we have a science school curriculum based on experimental science of a somewhat urban type—*i.e.*, mechanics, leading on to heat, steam, electricity, &c., and so to chemistry in its physical, metallurgical, and other technological aspects—so now a curriculum is to be instituted for the country based on the observational sciences of biology, botany, zoology, and geology, leading on to chemistry in its more organic aspects, and coupled with practical, experimental, and demonstrative work in the field, the orchard, and the farmyard.

For the young person of from twelve to sixteen years of age, such a course, supplemented naturally by physical geography, mensuration, and good bookkeeping methods, with nothing general except instruction in the use of the English language, would provide a really liberal education. Many persons (a view held by the late Sir Thomas Acland) believe that the teaching of the farmer is the real problem, and that all those below him will follow his precept and example. At present his lot in education is of all classes the most unfortunate. For social reasons, as well as to get him away from home, his son is sent to the cheap middle-class boarding school, where, if his parent does not forbid it, he is made acquainted with a smattering of Latin and Greek, and where the greatest of honours is to shoot or jump for some school shield, and the acme of dishonour is to learn "stinks." Day schools—cheap, practical, non-classical, and efficient—must be set up in every market town.

As regards higher education we are on absolutely sound ground. The enormous success of Wye College and similar institutions shows that the County Councils have met a distinct want by their activity in this direction. The only matter of regret is that more County Councils do not collaborate, and more pupils do not come in to some of the institutions. But this work has been started, and started right, and it is only publicity that is required in order to secure the adhesion of all who wish to direct agriculture in its highest branches. I, at any rate, have a right to say—and have no hesitation in saying—that any *first-rate* college highly endowed, placed in the country with facilities for practical work, and with a staff of first-class scientific experts, will not only fill with pupils, but will, by its influence, rapidly revolutionize the higher branches of agricultural industry in the whole of the surrounding district. For every such institution is not, as the ignorant talker at the Show dinner believes, merely a place for training highly a comparative few destined to direct large estates, but a research and experimental centre from which there come hot from the melting pot the latest solutions of the farmer's problems, the latest contributions to the farm's possibilities, brought by paper, or letter, or lecture, or analysis, right to his door at the moment of his need. Such being, as I take it, the programme of the Agricultural Education Committee, I venture to submit that it is worthy of the best consideration of honest educationists.

CHRISTMAS BOOKS.

The Unjust Steward. By Mrs. OLIPHANT. (Chambers.)—This comes to us as a glad surprise, the posthumous offspring of that most prolific of writers who for half a century brought forth from her rich treasury of fact and fancy things new and old, some comparatively worthless, some with a touch of real genius. Here we are back again in St. Rule, her own beloved St. Andrews, with its shining sands, its dunes and golf-links, its ruins and historic memories. The story is simplicity itself—the little pitted speck in garnered fruit that spreads and cankers and nearly ruins all. For the chief character, the weak and guilty minister, we care not greatly; he lacks the nobility of character to bring out the tragic element; we have to take his virtues on hearsay; we think by way of contrast of "The Scarlet Letter." But the mother and the twins Elsie and Rodie, and the fisher lad who discovers a new Medusa and becomes an F.R.S., are all drawn to the life, and the interest is sustained with scarce an incident or adventure, as in Jane Austen's novels, solely because the characters live and move and have their being.

Fairy Tales from Hans Christian Andersen. Translated by Mrs. E. LUCAS and illustrated by T. C. and W. ROBINSON. (Dent.)—Mrs. Lucas, in a modest and graceful preface, justifies a new translation of Andersen on the ground that she happens to be bilingual—equally conversant with Danish and English from childhood upwards. Whether the new version is more faithful to the original, the present reviewer, not knowing Danish, cannot positively say, but he can pronounce it a marked improvement on the *textus receptus*. Thus in "The Brave Tin Soldier" (here the "steadfast"), for "the glittering tinsel rose as big as her whole face," of the ballet queen, we read "a brilliant spangle"; for "the snuff-box was a toy-puzzle," "up flew the lid of the snuff-box, but there was no snuff in it. No! there was a little black goblin, a sort of Jack-in-the-box." And to come to the *finale*, for "they placed him on the table, and how many curious things do happen in the world! . . . she still balanced herself on one leg, and held up the other, so she was as firm as himself," we have "they set him up on the table, and, wonder of wonders! . . . she still stood on one leg and held the other up in the

air. You see she also was unbending." The book is well got up and profusely illustrated. Many of the cuts are too blottesque for our taste, but those to the Snow Queen and the Goloshes of Fortune, to name only two, are well conceived and drawn. We miss from the text several of our old favourites, e.g., the "Fir Tree," which stands first in Warne's edition, and "Little Ida's Flowers."

The Story of the Seven Young Goslings. By LAURENCE HOUSMAN. Illustrated by MABEL DEARMER. (2s. 6d. Blackie.)—No ordinary words of praise will serve to express the delightfulness of the old story of "The Seven Goslings" as retold by Mr. Housman and illustrated by Miss Dearmer. The rimes and the rhythm rattle and bound and chuckle along. The moral is admirable. There are wit, humour, and even pathos in the telling, and some of the portraits of Mother Goose and her family brim over with character. But the book would deserve to live for many more Christmases than one, if there were nothing in it besides the poem of "The Wise Ignoramus," which is taught to the seven goslings, in the beginning, by their mother, and which saves their lives at the end, when the entombed six chant it from within the "wicked tum-tum" of the wolf:—

"Oh you must remember, wherever you are,
You are the jam, but your mother's the jar;
You are the twig, but your mother's the trunk;
You are the crumb, but your mother's the chunk!
So you must endeavour, whatever you do,
Not to be clever, nor think it's you;
But intellect smother,
And stick to your mother,
And somehow or other she'll pull you through."

Of course, this is a book intended for children; but it will rejoice the hearts of a good many very old children as well as those of the little ones.

The Book of Penny Toys. Written and Illustrated by MABEL DEARMER. (6s. Macmillan.)—The hand of the same illustrator appears in "The Book of Penny Toys," and here the verses also are by Miss Dearmer. This is a much more elaborate book, and the pictures are admirable and delightful. The verses are nice, too, and will commend themselves to all lovers of toys. Miss Dearmer has evidently paid good heed to the salesmen of the Strand. But we look in vain among her collection for the vanished frog of our young days—the one that cost less than a penny and jumped with the help of cobbler's wax. We recommend him for a place in the next book of toys.

In Doors and Out. A Book of Pictures and Stories for little Folk. (2s. 6d. Blackie.)—This is a very good specimen of a most useful kind of nursery book; a fat volume, with large pages and good type, well packed with stories and fragments in prose and verse, and plenty of capital pictures. It does not "go in" for any preciosities of style or form; but children don't really care for these things. They like a book out of which unlimited information and entertainment may be got. And such is this.

The Cat and the Mouse, illustrated by ALICE B. WOODWARD, (1s., Blackie) is an excellent shilling toy book with full-page coloured illustrations of the principal incidents of the epic, and black-and-white vignettes and other decorated designs surrounding the letterpress.

Ulysses; or, De Rougemont of Troy. By A. H. M. (3s. 6d. Methuen.)—These comic rimes and burlesque pictures, smartly got up in red, white, and black, will amuse grown-up people more than children. They are clever, but we are not much in sympathy with the spirit that makes the nursery-book a school for mockery of the great poems of the world.

Dick's Hero. By BLANCHE ATKINSON, with Illustrations by FLORENCE MEYERHEIM. ("Red Nursery Series." 1s. Sunday School Union.)—"Dick's Hero" is a nice little story good for a boy or girl of eight, nine, or ten. It has a pleasant sentiment of child friendship and hero-worship, without being insipid. In *More Tales Told at the Zoo*, by E. VELVIN (same series, 1s.), a little girl gets into conversation with beasts at the Zoo, and learns their natural history from themselves.

Tommy Smith's Animals. By EDMUND SELOUS. With eight Illustrations by G. W. ORD. (2s. 6d. Methuen.)—The creatures talk also in "Tommy Smith's Animals," and this time with a moral purpose. Tommy has been a naughty boy, addicted to killing birds and beasts. Incited by the owl, they speak to him seriously and kindly, and he becomes a reformed boy. Finding how clever they all are, he no longer wishes to harm them.

Mabel's Prince Wonderful; or a Trip to Storyland. By W. E. CULE. Illustrated by WILL. G. MEIN. (2s. 6d. Chambers.)—In this really charming little book, "a child who believes" walks out of waking dreams into a real dream, and has a revel among the favourite famous characters of fairy-story. Mabel is a very nice little girl, and she keeps her everyday character throughout the fantastic adventure, and in all the pictures, though she mixes with fairygodmothers, wooden soldiers, Prince Charmings, Puss-in-the-Boots, and many more well known characters. This book will be a most welcome present to any imaginative little girl.

Sir Constant, Knight of the King. By W. E. CULE. With Illustrations by A. BAUERLE. (3s. 6d. Andrew Melrose.)—In "Sir Constant" the same writer gives us a religious allegory full of poetic feeling, which

we welcome as a Sunday book. The story is beautifully told, and the characters of the allegory are distinctly imagined. The episode of Sir Nameless has an especial charm, and lingers in the mind when the book is closed. This sort of book is not very common now, and this is a particularly good one of the sort.

The Courteous Knight and Other Tales borrowed from Spenser and Malory. By E. EDWARDSON. Illustrated by ROBERT HOPE. (3s. 6d. Nelson.)—This is a pretty, but not too sumptuous, volume of well told stories from Spenser and Malory, with good illustrations in black and white. It ought to help to make the beauties of the original sources better known, and this is one of the best uses story-books for children can serve.

Round the Empire. For the use of Schools. By GEORGE R. PARKIN, M.A. With a Preface by the Right Hon the EARL OF ROSEBURY, K.G. (1s. 6d. Cassell.)—Messrs. Cassell send us a revised edition of Mr. Parkin's very useful little book, "Round the Empire," to which Lord Rosebery contributes an introduction. The object of the book is to make children realize "that they inhabit not an island, but an Empire," to teach them "how great is their inheritance and their responsibility," and to help them to grow in such knowledge as will make them, in after life, zealous supporters of Imperial unity. Mr. Parkin has done his work well. He gives a great deal of geographical, political, statistical, and industrial information about all our possessions beyond the seas, and gives it in a lively and interesting manner. Good illustrations, maps, and diagrams further elucidate the subjects.

Founders of the Empire. By PHILIP GIBBS. With four Coloured Plates and numerous Illustrations. (1s. 8d. Cassell.)—Under the title of "Founders of the Empire," Mr. Gibbs gives us a series of careful and interesting sketches of the life and times of Alfred, Stephen Langton, Simon de Montfort, Drake, Hampden, Blake, Clive, Wolfe, Pitt, Captain Cook, and Wellington and Nelson. That is to say, he tells the history of England from 800 to 1800 in a pleasant, biographical manner. The book is addressed to the young, but it ought to be very useful to many grown-up people also. "It is of great importance," as Mr. Gibbs remarks, "that an Englishman should know something of the great men of his race," but, unfortunately, "so superficial does the reading of many persons become that whole departments of knowledge . . . are represented in their minds only by a series of words and names, the value of which they know nothing of."

In Danger's Hour; or Stout Hearts and Stirring Deeds. With four Coloured Plates and numerous Illustrations. (Cassell.)—This is a collection of stories of heroism, peril, and adventure, borrowed from a great many sources. The history of the Great Fire of London is given in the words of John Evelyn; "A Hurricane in Samoa" is taken from R. L. Stevenson; "The Escape of Charles Edward" from "Waverley"; Sir Walter Raleigh is made to contribute "The Story of the Revenge," &c., &c. It is a pleasant little book, simply got up, but with good margins and excellent type. Notes are all put away at the end, with the declared intention of not making the volume look too like a school-book. None the less it is admirably adapted for use as a school reader.

Messrs. Macmillan send us an excellent abridged edition of *Tom Brown's Schooldays*, with Illustrations by ARTHUR HUGHES and SYDNEY PRIOR HALL. (1s. 6d.) And we receive a shortened *Ivanhoe* by Mr. J. HIGHAM ("Sir Walter Scott's Continuous Readers Series"; 1s.) from Messrs. Adam & Charles Black. Both are calculated to do good service in and out of school.

This and That. By Mrs. MOLESWORTH. (4s. 6d. Macmillan.)—A sweet and quaint little pair, worthy successors to the delightful twins in "Us." Their devotion to the shattered fragments of their old toys reminds us a little of Aunt Judy's "Tod" story; but, happily for "This and That," they live in more sympathetic surroundings, with people who can understand that what to them seems rubbish may have a high sentimental value of its own to others. Still, the pair have little troubles, like the rest of the world, and even a misunderstanding with "Mamma"—a most painful event to them. It is soon over, and indeed Mamma might have realized at once, from the children's utter astonishment when charged with concealing something, that there was a mistake somewhere, so her manner to them need not have been quite so stiff, and we can thoroughly enter into Thissie's aggrieved declaration—"Thissie doesn't love Mummy when her calls you 'my bruvver.'"

The Drummer's Coat. By the Hon. J. W. FORTESCUE. (4s. 6d. Macmillan.)—This is an altogether delightful book; we cannot commend it too highly. Mr. Fortescue shows that he understands the character and ways of country folk as well as those of the wild moorland creatures he described in "The Story of a Red Deer." The story is told with perfect simplicity—that is one of its great charms; and children and grown-up people will enjoy it almost equally, though perhaps the former can scarcely appreciate to the full the picture of prejudice, inconsequence, superstition, and pleasure in alternately running down their neighbours and combining with them against some third person, exhibited by Mrs. Mugford and Mrs. Fry. Poor Lucy Dart's tale of her sufferings when she and her boy were with the army in Spain before the battle of Corunna is most pathetic, the more so that she tells

it without any appeal for pity or consciousness that her behaviour was heroic. H. M. Brock's illustrations are good, and suit the story.

We have received from Messrs. Griffith, Farran, Browne, & Co. copies of two books by G. A. HENTY (3s. 6d. each)—*Out in the Pampas*, a good story of some English settlers in the Argentine Republic; and *In Times of Peril*, which gives a thrilling account of some incidents in the Indian Mutiny. Both are nicely printed and bound.

No Surrender! By G. A. HENTY. (5s. Blackie.)—Mr. Henty has chosen the War in La Vendée for the background of this story, in which, of course, a very youthful hero plays an important part: and thus we follow the Vendéans through some of their splendid struggles for liberty. The hero and his friends withdraw after La Rochejaquelein is forced to retreat from Le Mans by the united forces of Westermann, Kleber, and Muller—after events are only adumbrated up to what was practically the end of the hopeless conflict between untrained peasants and the troops of the Republic. The scenes are vividly described, and some of the illustrations by Stanley L. Wood are extremely good.

The Heir of Hascombe Hall. By E. EVERETT-GREEN. (5s. Nelson.)—The heir gets mixed up in his infancy with his foster-brother, and no one knows which is which. This does not matter, to begin with, as the boys are brought up as the miller's twin sons; but, when a choice becomes necessary, of course it falls on the wrong one, the final clearing up of the mystery being due to a poor old woman, who would appear to have been considerably in advance of her time, since she not only has intelligence enough to note in the first instance the mark of the true heir—a little dent in the ear, "very slight, and easily overlooked"—but skill enough to draw this accurately on parchment; the country people had some justification for calling her a witch. The step-mother is rather too much of the regulation fiend under a fair outside.

The Parson's Daughter. By MRS. MARSHALL. (5s. Seeley.)—This story will have a sad interest for the many admirers of Mrs. Marshall's books in the fact that the author died before her work was completed, and was left to be finished by her daughter. While looking at the portraits of Romney, Gainsborough, and others, Mrs. Marshall had pictured in her own fancy the characters that were, or might have been, possessed by the originals, and produced a pleasant story of Romney's days, illustrated by eight reproductions of his and Gainsborough's works which have come out extremely well.

We have received from Messrs. Ward, Lock, & Co. a new edition of the *Swiss Family Robinson*, translated from the best original editions by HENRY FRITH. (2s. 6d.) In this form it makes a volume of over five hundred pages of close print, and has a large number of illustrations.

The Little Browns. By MABEL E. WOTTON. 5s. (Blackie.)—Miss Wotton has the rare gift of being able to write about real children, and, in these days of many spurious imitations, her children stand out as refreshingly natural and genuine. It is with regret that we let the tender-hearted Professor and Drusilla, his plucky little daughter, wander back to the other little Browns, while we are left behind, feeling that we have not had half enough. The charm of the book is greatly added to by H. M. Brock's numerous illustrations, which are, as usual, excellently drawn and extremely pretty.

Sylvia in Flowerland. By LINDA GARDINER (3s. 6d. Seeley.)—This rather savours of the powder in the jam. We think that children would be more interested had they been given the instruction about the flowers undiluted, for this part of the book is well written and quite entertaining enough by itself. It has no need to be helped out by a scattering of mild jokes.

Little Folks. (3s. 6d. Cassell.)—Children will be attracted by the bright outside of this year's volume of *Little Folks*, and will find plenty to amuse and interest them within. It contains serial stories by Mrs. Molesworth and Edward S. Ellis, with verses, comic pictures, puzzles, and short stories of various kinds, from tales from Spenser's "Faery Queen," to pages for very little ones in words of one syllable. Children may pick up many useful bits of knowledge here, but it is a mistake to make a story so obtrusively instructive as "There and back again," where the boys are always asking leading questions undaunted by the stream of information which descends on them in return. There are six large coloured pictures, besides numerous other illustrations.

All Hands on Deck. By W. C. METCALFE. (Blackie.)—The chief personages in this story have a harassing time of it. We make their acquaintance first when they are drifting in an open boat after the loss of their ship by fire. The sailors, with one exception, are threatening to throw overboard a beautiful girl who is their companion in misery, and to whom they grudge her small share of biscuit and water. This behaviour is afterwards characterized as "impolite manners and bearing." The beautiful heroine is chiefly noticeable for her faculty for making trivial remarks on critical occasions, but she surprises us at intervals by shooting cannibals and knocking down a refractory sailor with a belaying pin. Every one's conduct is more or less absurd, but there are plenty of startling incidents for those who like them.

Havelok the Dane. By CHARLES W. WHISTLER, M.R.C.S. (Nelson.)—Mr. Whistler is careful to give his authorities, and certainly makes out a good case for the likelihood of most of the events he records in "Havelok the Dane." Anyhow, he has made of it a striking and interesting story. The characters have life in them, and

the dormant consciousness in Havelok's mind of other scenes and circumstances than those in which he has grown up is brought in very naturally. The apparition of Gunnar, in response to the familiar call winded by his son on the golden horn, might easily have been pictured by the superstitious folk of those times. The account of the fight on the hill above Horncastle is most spirited and dramatic. We seem to see the silent host of dead warriors with their commander leaning on his spear. Some excellent illustrations by W. H. Margetson add to the attractiveness of the book.

Wynport College. By FREDERICK HARRISON. (5s. Blackie.)—This is a school story, and a good part of the book is taken up with the ordinary round of work and play, enlivened by Pat's Irishisms (of which we get a little tired) and Jack's cheekiness. Afterwards we have more excitement in the shape of cheating in a scholarship paper and the theft of a bank note. The evildoers are different boys, but there is only one victim. The burglars at the end seem hardly to belong to the story, except in so far as one of them, by attacking Lord Harton, gives his disinherited grandson a chance of restoring himself to favour by knocking the man on the head. The scene should be tragic, but his Lordship's exclamation of "Thomas!" has rather a comic effect. The illustrations are well drawn.

Little Village Folk. By A. B. ROMNEY. (2s. 6d. Blackie.)—These are stories of the children of Ballycarrol, an Irish village. They are prettily told, and, though they begin sadly, all but one end well, in the usual story-book sense of "living happily ever after." As Peggy would have been left to the distinctly untender mercies of a strange uncle and aunt, it was perhaps happiest for her to die. "Polly Cruden's Doll" is one of the best, a pathetic account of a hardly used little maid-of-all-work from the workhouse. The chief cause of trouble in these tales is "the rint," and threatened evictions when it is far in arrears; but, through one child or another, this is averted, and the good fortune comes with a rush. Is it, by the way, the custom of Irish boys, when they are surprised or pleased, to forget to pull their front locks of hair and to curtsy instead?

The Bravest of Them All. By Mrs. EDWIN HOHLER. (4s. 6d. Macmillan.)—The key-note of the book is contained in the words "Honour, not honours," and the story of how some rather wild and romantic children gradually come to understand that it is not always he who gains the greatest fame who is in reality the greatest hero is well and interestingly told. Not only are the characters well drawn—as, for instance, the young aunt, who is pronounced by her small niece, Barbara, as "much nicer than most people, and not a bit nervous and fussy"—but the incidents are good. In some small details there is, perhaps, a certain amount of improbability. The aunt would not have left the children with no one in authority, and Roland is almost too idealistically forgiving of the injuries done to his favourite brother; but such points as these are not important enough to spoil the book, which will be read by many with pleasure.

The Four Miss Whittingtons. By GERALDINE MOCKLER. (5s. Blackie.)—At the outset we can foresee nothing but disaster and desolation for the four Miss Whittingtons, who with £100 apiece start life in London, with every intention of feeding, clothing, housing, and educating themselves for four years on this modest portion. We cannot help admiring the hopefulness of youth, which in this case is not disappointed, for each girl is successful, though not always in the way she pictured to herself. The characters of the girls are well drawn, and our interest in them is kept up throughout the story. Their experiences are novel, and Miss Mockler has told them in a bright and interesting way. The book has eight good illustrations by Charles Sheldon; the one facing page 56 is particularly well drawn.

Trefoil. By M. P. MACDONALD. (Nelson.)—The second title, "The Story of a Girls' Society," is a little misleading. Three girls on leaving school take a vow that they will always be friends and that, if they are alive and in the same country, they will meet that day five years. Circumstances favour the friendship, and the two survivors do arrange to meet on the fifth anniversary; otherwise, beyond the fact that the girls occasionally wear trefoil brooches, the society scarcely puts in an appearance. Beyond two accidents the story contains singularly little incident, and we are tempted to regret that the authoress has managed to fill 364 pages when half the number would have been ample. We must confess to sharing Mrs. Stevenson's surprise at her son's preferring Susie to Trix. It is not necessary for a girl to be so very rude to the man who proposes to her, even if she is a blue stocking and thinks she wishes to remain that and nothing else. Susie's change of front, however, is sudden and complete.

Peril and Prowess. (Chambers.)—A number of stories told by popular authors—Henty, Conan Doyle, Manville Fenn, &c. As the title indicates, they are mostly of exciting adventures, discoveries, or brave actions; but one of the best, "An Unauthorized Intervention," by D. L. Johnstone, has a large comic element in it. A good book for a boys' library.

The Fellow who Won. By ANDREW HOME. (Nelson.)—Duncan, the hero of this school story, is one of those boys who are the despair of their teachers and the delight of their schoolfellows. His restless and decidedly misdirected activity is constantly landing him in scrapes, but he is a good fellow, and at once appeals to us as a thoroughly lifelike

character; while the inevitable black sheep of the school is, not perhaps too selfish, but too cool and calculating, to be quite natural. He does his best to supplant Duncan, who has been adopted by the headmaster, and is guilty of falsehood and meanness to any extent; yet, by a curious chance, it is he who finally by some impulse of self-sacrifice, unlikely in such a character, saves Duncan's life at the expense of his own. The illustrator has curious ideas of a small island in the middle of a river, judging by the frontispiece.

A Daughter of France. By ELIZA F. POLLARD. (Nelson.)—This is a story of some Huguenots who, flying from France after the siege of Rochelle, settled in Acadia—not a very peaceful region at that time, as both English and French claimed supremacy. The characters seem unreal, and we cannot get up much interest in their proceedings. We doubt if Jacqueline would have forgotten for so long that she had a large sum of money sewn into her clothes; while she certainly would have remembered that many Catholics would not consider themselves bound by any pledge given to a Huguenot and that D'Aunay was likely to be one of these. The book has its merits as a picture of the times, and is nicely illustrated.

Tom Graham, V.C. By WILLIAM JOHNSTON. (Nelson.)—Tom Graham begins rather badly by leading his schoolfellows into mischief and then having a fight, in which he nearly kills a boy who he believes has betrayed him to the headmaster. This has a sobering effect on Tom, who strikes up a friendship with his former enemy. Some time later family troubles determine him to go off and enlist in the Seventy-second Highlanders, which is sent out to join the Kurrum field force under General Roberts. There are some spirited descriptions of several of the engagements which followed, and Tom wins his Victoria Cross by saving the life of his old school foe and friend, then become Lord Parkhurst—a fact which seems to overwhelm everybody, and impress them with a sense of awe; though his lordship is most affable and friendly.

Beasts: Thumb-nail Studies in Pets. By WARDLAW KENNEDY. (Macmillan.)—An excellent book for children, telling them any number of stray facts in animal life, all jotted down from personal observation of the author. We are glad to find Mr. Kennedy taking up arms on behalf of birds against their ruthless destroyers; some of his statistics are most startling, and it is well that children should learn quite young what cruelties are perpetrated for the sake of fashion.

Kidnapped by Cannibals. By GORDON STABLES, M.D., C.M. (Blackie.)—One of Dr. Stables's bright, lively stories—no one can be allowed to be dull and moping who has to do with him—they must get out into the fresh air and sunshine, and take whatever comes in a cheerful spirit. Willie Stuart is a hero of the cheerful sort, and comes triumphantly through his dangers and troubles. His tests of his own courage show, at least, some ingenuity, but we should not recommend him as an example, nor would we have boys think that to do a dangerous thing simply because it is dangerous is the best kind of courage. Willie shows, however, that he has good stuff in him during his unwilling stay with the cannibals, and his adventures are most exciting.

The Skipper, by E. CUTHELL; *Little Miss Vanity*, by Mrs. HENRY CLARKE; *What Mother Said*, by L. E. TIDDEMAN; *Miss Mary's Little Maid*, by ELLINOR DAVENPORT ADAMS; *The Choir School*, by FREDERICK HARRISON; *Two Girls and a Dog*, by JENNIE CHAPPELL.—These are 1s. books, published by Messrs. Blackie and Son, and very suitable for school prizes for children of eleven or twelve. They have each a coloured frontispiece, and several black and white illustrations. They are nicely got up and printed, and bound in bright colours. "The Skipper" is the best—a story of a large retriever saved from a wreck, who, in his turn, saves many lives—it is very naturally told. "Little Miss Vanity" is well written; but she is a selfish child, and deceitful to boot, and deserved more punishment than she got. "What Mother Said" is a good story of the troubles of a little child—irrepressible, but well meaning; left in the charge of a very unsympathetic nurse. The others deal a little too much in extremes.

The 9d. books that follow are for rather younger children. *Teddy's Ship*, by A. B. ROMNEY; *Put to the Proof*, by Mrs. HENRY CLARKE; *Irma's Zither*, by EDITH KING HALL; *Ruth Erford's April Days*, by HELEN CROMIE; *The Island of Refuge*, by MABEL MACKNESS. We have placed them in what we consider their order of merit. The first three show the value of courage and unselfishness, and the last the perils of disobedience. "Ruth Erford" is chiefly an illustration of the disadvantage of parting children from their parents.

Tony's Pets, by A. B. ROMNEY; *Andy's Trust*, by EDITH KING HALL; *Sahib's Birthday*, by L. E. TIDDEMAN; *The Secret in the Loft*, by MABEL MACKNESS; *Two Little Friends*, by JENNIE CHAPPELL, are 6d. books. The stories are not very probable; and with some of them—"Tony's Pets," for instance—though it is nicely written, there are too many long words for children of six or seven.

A Vanished Nation, by HERBERT HAYENS (Nelson). *A Captain of Irregulars.* By HERBERT HAYENS (Nelson).—Mr. Hayens has a liking for the byways of history, and we are indebted to him for several picturesque and stirring accounts of half or wholly forgotten campaigns. In "A Vanished Nation" we have the latter part of the struggle of the Paraguayans under the younger Lopez against the combined forces of

Brazil and the Argentine Republic. Francis Lopez is described as a selfish and cowardly brute, under whose rule no one, not even his favourites, were safe for a day from the chance of imprisonment and torture, and it is difficult to imagine how he kept his ascendancy so long. Fred Bannick and Sam Winter, if they do not, like some heroes, perform prodigies of valour, or show brilliant genius on all occasions, are good examples of plucky English lads who make the best of a bad bargain. "A Captain of Irregulars" takes us to Chili during the war which ended in Chili throwing off the Spanish yoke and being proclaimed independent in 1818. The interest centres in Jack Maitland and Dick Morgan, English volunteers in the Chilian service. They are incessantly on the move, and their adventures are most exciting. Morgan's horse "Piray" is quite a feature in the story. We get a good idea of some of the chief Chilian leaders—San Martin, Don Christiano Contreras, and Rodriguez, the guerrilla leader. Both books are well illustrated.

Messrs. Dent & Co. send us DICKENS'S *Little Dorrit* in three volumes in the "Temple Edition." These are delightful books for carrying about; they are so small and light, yet the print is excellent and the whole get-up admirable. Also three volumes of the "Temple Classics for Young People"—*Lamb's Tales from Shakespeare*, *Kingsley's Heroes*, and *Feats on the Fiord*, by HARRIET MARTINEAU. We wish this new series all success. It is almost uniform with the "Temple Edition," but, in addition to a coloured illustration at the beginning of each volume, there are twelve black and white drawings, many of which are extremely good.

We have received from Messrs. Macmillan a convenient edition of *The Fifteen Decisive Battles of the World*, by Sir EDWARD CREASY. The volume is not large, but both print and maps are clear and good. The portrait of the Duke of Wellington, which forms the frontispiece, is hardly complimentary. Also *Masterman Ready*, by Captain MARRYAT, with a number of clear illustrations by FRED. PEGRAM.

From Messrs. Ward, Lock, & Co., we have received an edition of *Holiday House*, by CATHERINE SINCLAIR—an old-style story book. Had Miss Sinclair written her preface in these days, she would scarcely have said that "books written for young persons are generally a mere dry record of facts unenlivened by . . . any excitement to the fancy."

Peril and Patriotism. Two volumes. (4s. each. Cassell.)—Mr. Arnold-Forster in the introductory chapter says that "peril, suffering, and calamity are common to mankind, and a common liability creates a common interest." It would be hard, indeed, to find any one who could read unmoved these "true tales of heroic deeds" in all quarters of the world. Some of them have been specially chosen as examples not of courage alone, but of courage touched with something higher—the utter self sacrifice and devotion to duty which has nerved many a soldier, sailor, and civilian to die nobly for the honour of his country and his Queen. The records of these heroes have been sought in all ranks of life and many different professions, and the result is given in these two volumes of most exceptional interest. The books are very well got up, and the only fault we can find with them is that the illustrations, of which there are a large number, do not always come in the right place for the corresponding text. No doubt this is due to difficulties of binding.

Stories from Old-fashioned Children's Books. By ANDREW TUER. (6s. Leadenhall Press.)—A most amusing volume. Mr. Tuer has made extracts from a large number of children's books published within the last 130 years or so, and collected them here "adorned" with reproductions of the original cuts, and in many cases of the title-page also. One of the first things that strikes the present-day reader is the extravagant use of capital letters, which seems to emphasize the stilted language used by the small heroes and heroines, as well as their elders. Here is a delightful speech addressed by a boy to a gentleman overcome with grief at the sight of his dead wife's portrait: "My dear sir, abandon not yourself to grief; these misfortunes are incident to frail mortality. Our best tears are due to departed worth, and may be shed frequently o'er the tomb of the deceased," &c. These "consolatory hints," we are told, "proved a cordial to revive his spirits." "The dangers of the streets" have increased considerably since the time of Edward Manly, who, though only "nine years old, was as cautious as a man of forty," and, if he saw "carriages, horses, or bullocks at a small distance, he stopped till they were gone by." In these days he would never get across at all. The children are either very good, like Laura the "elegant girl," or very bad, like James the Glutton, whose father takes him to see a young robber hanged by way of warning. Some of the old cuts in the Grecian style are really very pretty and graceful, and there is a curious collection of silhouettes. Mr. Tuer has chosen his examples well.

Cassell's Saturday Journal, 1898-9. (7s. 6d.)—An amazing production indeed. Nearly 1,100 pages of facts and fiction. The editor must be a man of universal knowledge; he answers questions on every kind of subject, from the use of buttons on a ladies' costume to abstruse legal points. "Dramas in Advertisements" are interesting and very curious, if true, as they profess to be—they may serve as useful warnings to those who might otherwise be duped in a similar way. In "Within Mad-

house Walls" many surprising details are given, both of the mad people themselves and of those set to watch them. The interview has not been forgotten—persons of distinction, from the Archbishop of Canterbury to Madame Sarah Grand, give their opinion on various questions of common interest. A very suitable volume for village libraries.

Little Folk of Many Lands. By LOUISA JORDAN MILN. (12s. John Murray.)—This is a book with which to while away an idle hour. In an easy, conversational style Mrs. Miln tells us about the daily life of children of a score or more of different nationalities, their customs, superstitions, and manner of living. Every chapter has excellent reproductions of photographs to illustrate it, and we should pick out as being specially artistic those facing pages 12 and 268. We must differ from Mrs. Miln as to the end and object of a woman's existence—we hope that the result of girls' University education will be something more than "a rug to wrap about love's feet." We must add that this book, though it might supply a good deal that is instructive and amusing for children or growing girls and boys, is not fit for their own reading; it is emphatically a book for "grown-ups."

Chums for 1899. (8s. Cassell.)—Those boys must be hard to please who cannot find something to their taste among the variety provided for them here. Fiction, of course, plays an important part. Serial stories by Manville Fenn, H. Barrow-North, Fred. Wishaw, &c., lead the way with adventures of every possible kind. There are interviews with representative people in many walks of life, and short stories and anecdotes galore. Pets, puzzles, and prizes figure as usual. Some of the photographs illustrating scenes under many skies come out well, while there are a large number of pen-and-ink drawings, those of Paul Hardy being particularly spirited and effective. "Heroes from Public Schools" will appeal to a large circle of readers; but why is Haileybury conspicuous by its absence? We should like the coloured pictures better if they were more subdued in tone. *Chums* would be a most welcome addition to a school library.

Singing Time. Music by ARTHUR SOMERVELL. Drawings by LESLIE BROOKE. (5s. Constable.)—This is a book of children's songs and hymns very prettily got up. Some of the music, which appears to be a reproduction of Mr. Somervell's beautifully clear manuscript, is set to old words, such as Jane Taylor's "Thank you, pretty cow," and J. Brewer's "Little Things," while the pictures and words are by L. Leslie Brooke. The setting of "Lightly Row," "The Black Dog," and "My Soldiers" are among the best of the songs. It is always difficult to reconcile oneself to a new tune to a very familiar hymn, but those to "Little Things" and "Jesus, Tender Shepherd" go well with the words. The illustrations to "Thank you, pretty cow," and "Lightly Row" are particularly good.

We have received from Messrs. Macmillan a nice edition with clear good print of CHARLES KINGSLEY'S *Madame How and Lady Why*.

Light o' the Morning. By L. T. MEADE. (Chambers.)—This is the story of a wild Irish girl, who, by appealing to some rich English relations, manages to retrieve the family fortunes, though not quite in the way she wished. The book will be found an amusing one for schoolgirls, and it has several good illustrations by W. Rainey.

The Princess of Hearts. By SHEILA BRAINE. (6s. Blackie.)—A pretty, fanciful fairy story, telling how the little Princess, Joan of Hearts, got back her brother's heart from the wicked magician, and was saved herself from his clutches by her god-mother the frog-duchess. The book is very prettily illustrated by Alice Woodward, and we do not wonder that the magician wished to have such a dainty-looking little person as the Princess for his wife.

Told in the Twilight. By BLANCHE MC MANUS. (2s. 6d. Pearson.)—Here we have ten old stories re-told in simple language suitable for small children. The book is nicely got up, but we do not think the illustrations quite up to the mark.

Chatterbox, Christmas-box, A Christmas Number (1s. Gardner, Darton, & Co.), contains a very good shillingworth of short stories, the longest being a Cornish one by Miss Bramston. The illustrations are well drawn and the print good.

Bobby's Surprises. By E. L. HAVERFIELD. (Nelson.)—This is avowedly a story for children, and will undoubtedly amuse and interest them; but some of the reflections which are introduced on nurses who will have their own way, and the grandmother's discourse to one of the villagers, on the subject of never beating her children, seem out of place, though quite true in themselves. Bobby is occasionally old for his age, and we doubt if, at the age of five, he would realize that he was committing a breach of the proprieties in accepting a shilling from a stranger for holding his bicycle; but the story is nicely written, with plenty of incident to keep up a child's interest.

Young England, Vol. XX. (5s. Sunday School Union), contains a number of good stories and papers. Serials are contributed by John F. Cargill and Percy T. Lee: the last being an exciting story of the Derwentwater Rebellion; and the other, the remarkable adventures of some young prospectors in Colorado. Harold Avery, W. E. Cule, and others, supply some amusing incidents of school life. "Some of Our Empire Builders," with portraits, is an interesting series, showing what stuff the men were made of who helped to make England what

she is. "The Sunday Hour" is continued—useful papers on moral and religious subjects, by the Rev. E. C. Dawson, and the author of "The Kingdom of Manhood." "Snapshots at the Zoo" come out very well for the most part. Sports and natural history have their share of space, and photographs of some noted cricketers are reproduced. There is something of everything in the volume.

St. Nicholas Christmas Book. (6s. Macmillan.)—This has a bright and attractive outside, which is not belied by the contents. The stories are mostly of Santa Claus and his visits, and all the fancies children weave about him and his gifts; there are one or two startling adventures by way of variety, though even these take place at Christmas-time. There are verses, too, and plenty of pictures.

Fifty hitherto Unpublished Pen-and-Ink Sketches by Phil May. (1s. The Leadenhall Press.)—Mr. Phil May is *facile princeps* as an East-end artist, and there are many good specimens here of his work. The set begins well with "Our Cabbies"—obviously a hansom and two growlers. "Back Views" are wonderfully expressive; "A Shindy in B.," "A Billsticker" are done to the life; but to our mind the gems of the collection are "Telling Grannie" and "Men of War." These have something better in them than the clever hitting of low-class peculiarities or grotesqueness; the faces of the old man and woman tell their own story.

Stories from Froissart. By HENRY NEWBOLT. Illustrated by GORDON BROWNE. (6s. Gardner, Darton.)—No better editor of Froissart could have been chosen than the author of "Admirals All," and, we may add, no better illustrator than Gordon Browne. The version followed is that of Lord Berners, justly called "a masterpiece of interpretation," but criticisms which would now be unintelligible have been modernized, misreadings corrected, and the *callida junctura* has been very skilfully effected. The thirteenth chapter (the battle of Espagnole-sur-Mer, not contained in Berners) is a new translation by the editor. The introduction is a spirited *éloge* of Froissart, but a hint might have been given that there is a reverse to the medal—that the great chronicler is, after all, "retained" for his noble patrons, that the *fine fleur* of chivalry regards the wrongs and sufferings of the masses with indifference or lordly contempt.

OBITUARY.—MISS ANNA SWANWICK.

ON November 2, at Tunbridge Wells, there passed away, full of years and honours, one of the pioneers of the higher education of women. Anna Swanwick was born in 1813, the youngest daughter of Thomas Swanwick, a Liverpool merchant. As a girl she was sent to a fashionable school and went through the regular curriculum—pianoforte playing, water colours, deportment, and the use of the globes. Dissatisfied with this "vacant chaff well meant for grain," she determined to educate herself, and, failing to obtain the instruction she needed in England, for which there was then no provision, she went in 1839 to Berlin. Even there the way was not plain before her face. She would tell, for instance, how, after many *pourparlers*, the Professor of Hebrew was at last persuaded to give her *Stunden*, but only on condition that a lady pupil joined her and at special rates, to wit, a thaler per hour for the two. As the first-fruits of her German studies, she published, in 1843, "Selections from the Dramas of Goethe and Schiller." There followed, in 1850, the first part of "Faust and Egmont" (the second part was added in 1878). In the interval, at the instigation of Baron Bunsen, she essayed an equally difficult and, for a woman, a more original task, a translation of "Aeschylus." The trilogy was published in 1865, and, in 1873, a complete version of the seven extant plays. This is not the place for determining Miss Swanwick's rank as a translator; but it may be said without dispute that she shares with Carlyle the honour of familiarizing Englishmen with the best of modern German literature.

Of her services as an educationist it is not easy to speak. She shunned publicity and did good by stealth. Of Queen's College and Bedford College she was from the first one of the most active promoters, giving to both not only liberal donations but personal service, both as a visitor and as a teacher. In the founding of Somerville Hall and Girton College she was equally active. Her last public appearance was at the Jubilee of Bedford College last summer. She was on the Council of the Women's Department of King's College, and was, with Mr. Mundella and Sir Joshua Fitch, one of the three trustees for the Pfeiffer legacy.

Her house in Cumberland Terrace was the resort of not a few leading men of the day. Dr. Martineau, Dr. Carpenter, Dean Huxley were her intimate friends; Browning was often there, and more rarely Tennyson, Gladstone, and Leighton. Childlike simplicity, absolute independence of thought with no touch of aggressiveness, a memory richly stored, coupled with the special gift of the *raconteur*, and, above all, a sympathy that knew no bounds and a charity that sought not its own, made her a perfect hostess, and to her friends the most lovable of women.

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LAST REPORT OF THE EDUCATION DEPARTMENT.

THE Committee of the Privy Council on Education humbly submitted last month its last report of proceedings to Her Majesty. Its demise need not cause undue anxiety, as it will certainly re-incarnate as the Board of Education, of which we shall hear more on and after April 1, 1900, the date of the re-incarnation.

Established on April 10, 1839, the Education Department has thus passed its diamond jubilee, and has certainly effected enormous changes in the education of this country. It is true that it has followed popular direction rather than itself prescribed the course in matters educational; but in this it has been strictly accordant with our legislative procedure—a chip of that excellent block the British Constitution. No one can, therefore, darken the Department's dying moments with accusations such as were flung at Barebones' Parliament: "Nothing was in the heads of these men but 'Overturn, overturn.'" They have not been revolutionary; they have not overturned; they have not quenched the smoking flax of education. On the contrary, they have fanned it slightly, and fed it plentifully. Their modest acorn of £20,000, the grant for education in 1833, which reached the sum of £30,000 the year the Department was founded to administer it, has now grown to the mighty oak of ten millions of money from the Imperial Exchequer, besides such trifles as nearly five millions from the rates, doles to voluntary schools, and subscriptions—in diminishing ratio—from voluntary pockets.

Perhaps the best thing that can be said in praise of the dying Department is, that it has been able, whilst concentrating and unifying education, to retain popular interest in the work by means of its managers and local Boards. The spirit that animated those societies which carried on education in this country previous to 1870 is not dead, but lives and animates the work to a surprising extent, in a manner that France and Germany would not despise if a similar spirit could control their highly centralized organizations. This is the greatest praise that can be bestowed on the Department. In the opinion of some excellent judges, it has hardly held the scales even as between the Board and voluntary schools. It has proposed, during the life of the present Government, that no more School Boards should be created—a proposal which proves that the Department has failed to appreciate its own really great work,

as has been the case with many individuals and corporations before the Department's advent. In other words, it has been unconscious of its own greatness; it has been great and good by accident. And it proposed and carried its mighty dole to the voluntary schools, assisting them to evade necessary popular control. Such is the English feeling towards institutions which have existed long and done good work—even though that work might have been better—that probably better terms, as the Church counts goodness in these matters, would have been granted the voluntary schools in exchange for a smaller amount of control than the Board schools have had to accept.

Adverting to the final report. Three notable Acts of Parliament have received the Royal Assent since the penultimate report was presented. There is the Board of Education Act, barely mentioned here as a *grand peut-être*; the second Act summarized in the report is the Elementary Education School Attendance Amendment Act of 1899, which raises the age of exemption from eleven to twelve, with certain exceptions in agricultural districts; and, lastly, the Act making better provision for the elementary education of defective and epileptic children in England and Wales. It enables special classes to be held in public elementary schools or in special schools certified for the purpose, permits the authorities to provide guides or conveyances for such children, and extends their education to the age of sixteen. The report then touches on the Act passed last year to provide elementary-school teachers with superannuation and other annuities and allowances. Teachers making annual contributions to the deferred annuity fund shall at sixty-five receive the annuity to which such contributions entitle them, *plus* an allowance proportionate to the length of their service.

Space will not permit of lengthy quotations from the report. Scholars in the elementary schools have increased to 5,576,000. The attendance, 81·66 per cent., has slightly improved, and is indeed higher than ever before. Free schools are increasing in number (17,008), and fee-paying scholars are diminishing (706,000). Annual grants to schools have increased to nearly £7,000,000.

Evening schools are increasing in numbers and usefulness; the scholars are now 435,600. Almost 30 per cent. are seventeen years of age or over.

There are now 20,022 schools on the list for inspection, being an increase of 65 compared with the previous year. It is still true that about a million children do not attend school; that is, they are on the books and do attend, but, of the 5,576,000 who ought to be in school on a given day, a million are absent for one reason or another. But it may be remembered that our children go to school at three years of age; of the whole number, 1,653,000 are below seven, and these pull down the average attendance considerably.

A Board-school child costs £2. 8s. 9d. in England and Wales, and £3. 13s. in London, to "maintain" in the schools; a voluntary-school child costs £2. 1s. 9½d. and £2. 10s. respectively. The difference is largely, though not wholly, accounted for by the fact that more highly certificated and better paid teachers are employed by School Boards. Thus in London alone the average pay of a headmaster in a Board school has been ascertained to be £293; of a voluntary school, £162; of headmistresses, £205 and £97 respectively. Voluntary schools employ far greater numbers of uncertificated persons as assistant-teachers, many of them known as "vaccinated women," since the regulations demand vaccination, though not training, as a condition of employment. Board schools have 58·9 per cent. of their assistant-teachers certificated, voluntary schools 22·6; uncertificated assistants, Board schools 32·8, voluntary, 42·7; vaccinated women, Board 8·3, voluntary 34·7.

THE ANNUAL MEETING OF THE ASSOCIATION OF HEADMASTERS OF HIGHER- GRADE SCHOOLS AND SCHOOLS OF SCIENCE.

THE Annual Meeting of the Higher-Grade Headmasters was held at the Society of Arts, on November 3. There was a far larger attendance than last year. Over thirty-five higher-grade headmasters signed the roll, and, in addition, there were present—Mr. Bond, M.P., L.C.C., and Dr. Garnett, of the Technical Education

Board; Messrs. Sadler and Morant, of the Education Department; Mr. Buckmaster, of the Science and Art Department; Messrs. Bowden and Mundella, Members of the London School Board; Mr. Voxall, M.P., Dr. Macnamara, and Mr. Jones, of the N.U.T.; and Mr. Oldman, of the Secondary and Technical Association.

The retiring President, Mr. W. Dyche, of the Halifax Higher-Grade School, delivered a very remarkable address on the history and position of the higher-grade schools. He claimed that, as an organic outgrowth of elementary education, they had a definite function to fulfil in the system of national education. He pointed out how the Education and Science and Art Departments had first permitted and then encouraged their growth. The curriculum had been at the outset too scientific. Even the institution of organized science schools did not remedy the defect, but the revised scheme that Mr. Acland inaugurated had largely removed the ground for complaint. The grievances of the grammar schools against the higher-grade schools were shown to be more or less groundless by the Royal Commission on Secondary Education. The speaker further quoted Mr. Laurie's report on the excellence of the higher-grade schools, and then passed to the famous *cirenicon* effected between the grammar schools and the higher-grade, under which the latter were recognized as higher primary. The advantages of the higher-grade system were: that it was a true continuation of the elementary course; that its teachers were trained; that due attention was given to the dull as well as to the clever boys; and that the discipline was excellent. Another advantage was the comparative freedom from the worry of examinations that the higher-grade school enjoyed. The higher-grade, again, as the speaker proved from statistics of his own school, was the proper nursery of the evening technical institute. The chief defects were the undue size of the lower classes, the inadequacy of assistants' salaries, and the shortness of the holidays. The most serious of these could not be remedied while School Boards remained uncertain about the future of these schools. During the last two years the two Departments had completely changed their attitude. The Education Department, after actually issuing in 1882 to School Boards in Wales a circular in favour of the erection of higher-grade schools, now raised all sorts of difficulties. The Science and Art Department went even further. They actually closed a higher-grade school of science at Bolton, while at Bristol and Tottenham they refused to allow the new higher-grade schools to open a school of science section, although the Education Department had avowedly sanctioned the building and equipment for that identical purpose. Things, indeed, had come to such a pass that higher-grade schools must be "legalized"; but care should be taken that they were neither pecuniarily crippled nor their sphere of usefulness curtailed. After noting the curious fact that these schools are absolutely ignored in the official publications of the Departments, the speaker once more insisted on the function they have to perform in the nation's system of education, and expressed a hope that the Board of Education would formulate a definite policy towards them, and give up the present guerrilla warfare, the "sniping," as ineffective as it was irritating, that had been carried on against them.

Dr. Macnamara looked on the higher-grade as a sort of educational Ladysmith. Parliamentary language failed to describe Sir John Gorst's attitude; so he would say nothing. The conduct of the Science and Art Department was equally unspeakable. He felt comforted, however, that the higher school at Bolton contained on each side of the door a foundation stone, inscribed with the name of a clergyman—which showed that the Church was with them. He further gave a most amusing history, in seven acts, of the "battledore and shuttlecock" policy pursued by the two Departments over a school at Finchley.

Mr. Scotson, of Manchester, said the 5 per cent. of boys who won scholarships from their schools were an important testimony to the benefits conferred by the higher-grade; but still more important were the 95 per cent. who otherwise would have received no higher education at all, and of whom over 90 per cent. went afterwards into evening classes.

Mr. Bond, M.P., urged that the question of legality must soon come before Parliament. Every view of the case must be considered, and, above all, that of the statesman and politician. Higher-grade schools would not only have to be legalized, but limited. The curriculum, likewise, must be overhauled and readjusted to the wants of the pupils.

Mr. Blacker asked two inconvenient questions: Did the Association wish to remain under the School Boards or come under the County Councils? Should Higher-Grade come under Primary or Technical?

Mr. Buckmaster made the safe and obvious remark that the penny technical rate could not support the higher-grade schools in addition to technology.

Dr. Garnett pointed out that the President's allusion to "omniscient secretaries of County Technical Education Boards" must perforce refer to himself, as there was only one Technical Board in the kingdom. The President hastened to explain the slip, and added he thought it would be obvious to all whom he meant.

Mr. Hanse, Clerk to the Liverpool School Board, in speaking of the legal aspect, contended that everything that appeared in the Code, whether right or wrong, was legalized by having to lie on the table of the House of Commons.

Messrs. Morant, Waddington, and Thornton also spoke.

COLONIAL AND FOREIGN NOTES.

FRANCE.

A recent Ministerial circular deals with the decoration of the schoolroom. "The school," we read, "is not to be regarded as a mere place of call, where instruction is to be had between the ages of six and thirteen; it is intended rather to be a home whither the child may return as an adult to complete his education, and where he may be sure of finding a counsellor in his former master, and friends in his former schoolfellows. Appropriate mural decoration—especially coloured landscapes, portraits of great men, and reproductions of some of the great national pictures—will, it is urged, contribute to this result. The familiarity with French landscapes will, moreover, serve to foster the finer forms of patriotism—"mieux connaître son pays, c'est être prêt à le mieux servir." As the purpose of the Minister is also to "awaken the taste and develop the sense of beauty," we may assume that the pictures will be carefully selected, and that such daubs as occasionally do duty on our own school walls will not be allowed to disfigure the schools in a country where "for ten centuries art has developed from age to age with such marvellous originality." It may be hoped, too, that pictures of which the interest centres in slaying—man or animal—will be excluded more rigorously than with us, even though France has not yet founded her Society for the Prevention of Cruelty to Animals.

For some time past a small society, known by the somewhat fantastic title of the "Co-opération des Idées," has been engaged in Paris in active social and educational work among the people. Last month its efforts were crowned by the opening in the workmen's quarter in the Faubourg St. Antoine of the first *Université populaire*. From the accounts that have reached us, we judge this new institution to be a combination of the University Extension College and the University Settlement, though of the most characteristic feature of the latter—the "residents"—there is no mention. The founders express their purpose thus: "Our ambition is great: we desire truth, beauty, and morality for all; we wish the people to participate in those benefits which constitute the true patrimony of humanity; we wish knowledge, like the sun, to shine on all alike. We desire a civilization from which the majority of men shall no longer be excluded, which shall no longer be the work and the privilege of a few, but to which all shall contribute, and in which all shall share. Our Association does not exist to propagate any particular political, religious, or philosophical doctrine. It seeks solely to promote the growth of popular education and of social ethics. It will not proselytize, and will be tolerant of everything but intolerance. It does not desire to set men against each other in bitter partisanship, but to unite them in the sincere search for the good and the true, and in the joy of the beautiful. The spirit which animates us is a spirit of freedom. For the working man who has acquired no taste for wholesome, useful reading, leisure is both dull and dangerous, whereas it might not only be employed pleasantly and worthily, but might also be used for his physical, intellectual, and moral development—in other words, for his social emancipation. Front to front, then, with the ale-house and the music-hall we shall build our popular Universities."

For the most part the activities of the new University will run on the same lines as those of similar institutions, but it will also have one or two noteworthy features of its own. Legal and medical advice, breakfasts and dinners, hot and cold baths, labour bureaux, and even lodgings for single men are, we believe, to be found in some of the English and American settlements, but which of them contains a normal school for the training of the educators of adults? That the average teacher of men and women is as little competent as the average teacher of boys and girls can hardly be doubted, and we take it as a happy augury that the men at the head of the new movement have realized this at the outset.

It is thought that 1900 will fix the destinies of secondary education for some time to come. The Parliamentary Commission has concluded its investigations, several huge volumes of evidence have already been published, and the final report is eagerly awaited. Meanwhile, the important fact has leaked out that the right of the State to inspect private schools is to be rigorously enforced; that not only their buildings but their methods are in future to be severely scrutinized; and, further, that at the end of a certain number of years the teachers in every private establishment will be expected to hold the same diplomas as those in the lower-grade State secondary schools (*collèges communaux*). It is also said that, in accordance with the wishes of the Commission, an experiment will be made next year in one or two of the *lycées* of Paris in grouping boys by subjects, and not by forms. The same experiment, it may be noted, was tried more than twenty years ago, with the result that it proved distasteful to the teaching body, and was soon abandoned.

Gymnastics continue in high favour. No less than 847 diplomas were conferred upon men last month, and 177 upon women.

An interesting instance of educational generosity is reported from Clermont. In March last a committee of teachers of all grades was formed to give gratuitous instruction to such candidates for normal school posts as are unable to take advantage of the special preparatory schools. Up to the present eighty-seven candidates have availed them-

selves of the opportunity, and a great impetus is said to have been given to education in the district.

Yet another society—the "Société libre pour l'étude psychologique de l'enfant." The members, taking the word "psychologic" in its broadest sense, propose to study the physical and psychological development of children (both normal and abnormal) in the interests of practical pedagogy. The published list of members contains many influential names; the minimum subscription is two francs; the society meets once a month, and its headquarters are at the Musée pédagogique, Rue Gay-Lussac.

A holiday course in French language and literature will be held in Caen at Christmas (December 28 to January 18) under the auspices of the Alliance Française. Fees: Morning and afternoon courses only, £2. 13s.; evening course only, £1. Apply to M. E. Labonnois, 7 Rue Neuve-Bourg-l'Abbé, Caen.

At the International Congress of Higher Education that meets in Paris next year during the Exhibition, the following subjects will be discussed:—University Extension; assistance for University students; training of primary, secondary, and higher teachers by the Universities; the place of the Universities in agricultural, industrial, commercial, and colonial education; the international relations of Universities; relations between the Faculties of Law and of Arts. We shall hope for great things from this Congress, especially in the direction of the training of teachers.

Of 163 candidates for the diploma for teaching English this year only 11 (7 men and 4 women) were successful. Bad, even ridiculous, pronunciation was the cause of many failures, and the examiners, in their report, declare that "it is imperative that a stand should be made against the tendency too common of late to regard the pronunciation of foreign languages as either an insurmountable difficulty or a negligible quantity, and that the English spoken by French teachers of English should at least be such as Englishmen can understand." If this is the state of things in a land of diplomas, how must it be with ourselves?

Educational journalism is sometimes queer stuff. The *Journal des Instituteurs*, for instance, a weekly pamphlet of some fifty pages devoted to the interests of primary education, and only costing about 5s. a year, casts a slur upon its own significance by bribing subscribers to come in—like the petty grocer who gives a tea-cup with every pound of tea. The bribe for the year about to begin consists of four works on Geography (all written by the Editor of the *Journal*), enough film lantern-slides (with reading) for twelve popular lectures for adults (long-suffering adults!), and, in view of the great event of the year, a complete plan of Paris and the Universal Exhibition—a collection, to judge from the number of tall words devoted to it, surely worth at least twice as much as the modest yearly subscription. There is no deception in this particular sort of spider; he opens his parlour for what it is worth and tells no lies. The only wonder is that there should still be found amongst the presumably educated classes simple flies to walk into it.

GERMANY.

The new Minister of Education has been occupied in trimming some of the ragged ends of administrative detail bequeathed to him by his predecessor. It is said that the Bill regulating pensions to the widows and orphans of elementary school teachers may now be regarded as certain to receive the Royal Assent, as the opposition offered to its ratification by the Minister of Finance has been overcome. A second matter—*l'affaire Arons*—has reached another stage of development, and awaits a Ministerial decision. The appeal made by the Education Office against the judgment of the Philosophical Faculty of the University of Berlin to a tribunal over which its own Under-Secretary presided has ended, as might naturally be anticipated, in a verdict of condemnation, and a recommendation that the *venia docendi* should be withdrawn from a lecturer who has openly signified his adhesion to the social-democratic party, but against whom no proof has ever been adduced that he had misused his position as lecturer on physical science in the University to propagate the political doctrines of the party to which he adheres.

In another case, in which, from some points of view, the Universities may be considered to have received a second rebuff, the initiative probably came from the Emperor. For some time past the representatives of the technical colleges have been agitating to secure the privilege to confer degrees and titles similar to those bestowed by the Universities, and not merely to grant a diploma to those students who had prepared themselves, not to enter the public service, but to engage in private enterprise. This wish has been fulfilled, as far as the three Prussian technical colleges are concerned, by the terms of a degree issued in connexion with centenary celebrations at the Technical College at Charlottenburg.

There is no doubt that the promoters of these festivities are well justified in looking back with satisfaction and pride on the wonderful progress that has been made during the century now drawing to its close, and which has now placed three colleges in a position of seeming equality with the Universities. They sprang from very small beginnings. The institution, started in 1799, was a Government school for architects and surveyors, and even admitted ordinary artisans. Some twenty

years later a second school (*Gewerbeschule*) was founded with the object of imparting to manufacturers and workmen such knowledge as was requisite for the pursuit of an industrial calling. These two schools were afterwards united to form the Berlin Technical College. In most of the earlier schools of this nature offering a direct preparation for an industrial career, the classes were filled with a most heterogeneous material. The age of admission varied within wide limits from twelve years upwards, and the standard of attainment was often merely that of the elementary schools. But the experience of a very few years sufficed to show that this degree of knowledge was quite incompatible with any true progress, and the leaving certificate of a German *Gymnasium* was, in many cases, required from candidates intending to enter the public service, though students of a lower degree of attainment were permitted to attend the courses as a preparation for private practice. The presence of these two elements has contributed to keep alive suspicions as to the quality of the performance on the part of the students of these institutions.

Another fact deserving of notice is that the schools out of which the technical colleges have sprung were in each case placed in the capital of the State supporting them—Berlin, Hanover, Dresden, Karlsruhe, Stuttgart, Munich, and Darmstadt. In only one instance, Berlin, was there a University at the same centre. No doubt, when these schools were started, they possessed none of the attributes of the University; the methods of teaching and of discipline were those of the schools. But the theoretical aspect of the question had not been disregarded, for Nebenius, the re-creator of the Karlsruhe Polytechnic, in 1832, maintained that the diversity of aim did not admit of such a combination, and at the present day many advocates of technical instruction uphold this dictum. But in outward constitution and internal organization there has been a continual approximation to the methods of the University. The political revolution of 1848 had its counterpart within the walls of the Berlin Bauakademie, and one result was that the pupils of the school were relieved of compulsory attendance at all the lessons of their course, and granted *Lernfreiheit*, that highly prized and often much-abused privilege of the University student. After the Bauakademie and the Gewerbeschule had been amalgamated to form the Technical College, the office of a director appointed for life was abolished, and the teachers of the institution were given the privilege of annually electing their head (*Rektor*) from their own body, after the manner of the Universities. This measure has been adopted by all the technical colleges with the exception of Munich, which still retains its permanent director. Further, the principal teachers within each of the various sections (Architecture, Engineering—Civil and Mechanical, Naval Engineering, Chemical Industries, and Mining) were formed into a kind of standing committee, having many of the attributes of the Faculties at the University. The character of the teaching has also changed; it has become increasingly scientific, but its aims are, on that account, not necessarily identical with the "research ideal" of the University.

No sane man could dispute the fact that the Technical College has a large intellectual force behind it, and that it has a just cause to complain of the position of social inferiority so markedly assigned on many public occasions to its graduates of high achievements. If the new degree of "Doktor-Ingenieur" will remove this injustice, then all true lovers of progress will rejoice, and the way will be clearer for a more dispassionate examination of the true functions of University and Technical College in a modern State.

This new departure has also been warmly applauded by the friends of the modern (*i.e.* Latinless) school. They hope this measure will also bring more grist to their mill and increase the numbers proceeding from the *Oberrealschule* to the Technical College. In 1882 there were in Prussia 82,213 *Gymnasium* pupils; 36,153 *Realgymnasium*; and 12,795 in schools teaching neither Latin nor Greek,—it is estimated that there were, in 1899, 45,000 pupils in these modern schools, as against 116,000 in *Gymnasien* and *Realgymnasien* together. A still more significant fact is the rapid increase in the number of *Oberrealschulen*. In 1890, at the time of the famous December Conference, there were but 8—now there are 35. Dr. Herberich's paper in the *Pädagogisches Archiv* for November is really a well reasoned plea for their extension, and in the *Zeitschrift für lateinlose höhere Schulen* Dr. Blind is bold enough to set forth the idea of a secondary school with a "commercial tinge."

REVIEWS AND MINOR NOTICES.

Psychology and Life. By HUGO MÜNSTERBERG. (8×5¼ in., pp. xiv., 286; price 6s. net. Constable.)

The author of this somewhat startling and dogmatic book is Professor of Psychology at Harvard, and, we believe, the head of the experimental psychology laboratory in that University. Whatever else Prof. Münsterberg may effect by his uncompromising statement of his views—and he is certain to provoke some very trenchant answers—no one will deny that he has

given us some very hard nuts to crack; though it is a pity that he should have unnecessarily increased our difficulties by the phraseology he has used here and there. Many of his terms and phrases are rather German than English, while others consist of English words used in an unfamiliar sense. Apart from this, however, the book is pleasant enough to read, and is even vivacious here and there.

We shall not, in the space at our disposal, attempt anything in the nature of controversy; the points, moreover, would be too technical for any but specialists. We shall content ourselves with giving a brief description of the subject-matter and purpose of the book. Briefly, then, the chief aim of the book is the separation of the conceptions of psychology from the conceptions of our real life, and a more careful discrimination between psychology proper and other kindred knowledges or sciences. The lack of a clear discrimination is hurtful to psychology itself and also to the kindred knowledges. The six essays accordingly deal with Psychology in connexion successively with the following: Life, Physiology, Education, Art, History, Mysticism. Not everything which has to do with mental life is psychology. Psychology means a special kind of treatment of mental life. Its method is analytic, introspective, and experimental.

It tries to describe and explain mental life as a combination of elements. The dissolution of the unity of consciousness into elementary processes characterizes psychology, just as natural science demands the dissection of physical objects; the appreciation of a physical object as a whole is never natural science, and the interpretation and suggestion of a mental state as a whole is never psychology.

It follows that much that is commonly included under the head of psychology is not so included by the Professor. In this connexion he is specially severe on that popular amusement called "child-study," with its loose collections of badly observed and heterogeneous facts, which, even when mental facts and not merely physical ones, do not for the most part belong to psychology at all, though they may be interesting and even useful in other ways. He strongly disapproves of child psychology being treated as a separate subject, and is strenuous in his denial that either this or experimental or physiological psychology can be of the slightest use to the individual teacher. This opinion, terrible at first hearing, proves to be much less so on closer inquiry. Of course, the teacher should be keenly interested in mental life, and should study children and men in general; but he should study the mental life as an individual whole, not as a combination of psychical elements. His interest should be from the point of view of interpretation and appreciation; the psychologist gives and can give him only description and explanation. So it resolves itself into a matter of definition. Psychology, however, is allowed to be indirectly of use in teaching when it has been properly worked into a theory of education as one of its chief ingredients—and so all's well that ends well. We gather by the way, we may add, certain other opinions. The teacher cannot make up his own psychology for himself as he goes along. He has neither the trained skill, nor the wide experience, nor the time necessary. Clumsy enough have been his attempts under the head of "child-study." This study, moreover, when constantly pursued is liable to have an unfavourable influence on the *naïveté*, naturalness, and modesty of the children. The individual teacher cannot even hope to make his own theory of education, for that is a matter requiring much labour and time, varied knowledge, widely gathered experience, the undivided attention and combination of many wise heads. He will, however, have quite enough to do if he adapts the general theory to the particular needs of his own children—which, again, requires that he should know the children well as living wholes—from the point of view of the poet, historian, dramatist, artist, and not from that of the dissecting psychologist.

We have already outrun our space, and cannot follow Prof. Münsterberg into his essays on Art and on History. In both there is much with which we cannot bring ourselves to agree; but in both there is much which is both interesting and helpful. Helpful, too, and outspoken is the essay on the Physiological Aspect of Mind-study. Indeed, the essays are never uninteresting; and, whether we agree with the author or not, it is quite impossible to be blind to the ability with which they are written. They would probably be more convincing were they less emphatic; but, in any case, no one will doubt that Prof. Münsterberg believes what he says.

English Literature from the Beginning to the Norman Conquest.
By STOPFORD A. BROOKE.

It does not seem long since we read with great pleasure Mr. Stopford Brooke's "History of Early English Literature up to the Days of Alfred," and our first feeling on the appearance of the new volume is one of regret that the student should be offered any substitute for that work in a shortened form, which must of necessity omit much, and give information in a condensed and less attractive manner. The work before us is naturally in great measure a reproduction—almost a *résumé*—of the earlier book. It has the merit of being inexpensive, and therefore within the compass of the student of limited means. It is an excellent handbook to a period of literature rarely treated, and with which Mr. Stopford Brooke knows better than most men how to deal. He has divested it of its traditional dullness, and he has realized, in an unusual degree, the feeling of the age, the environment, both of natural scenery and society, which influenced poets and prose writers. His interest in history, in political, social, and religious movements, is hardly second to his interest in literature, and, as we read the chapter on Alfred, we have fresh light thrown on the man and his times, as well as on his work. We learn how Alfred is revealed in his literary efforts, "chiefly as one who had thought all his life long on the temper of mind and spirit which should rule over the doings of a king"; we are impressed anew by the "tender, naïf, simple, humble, self-forgetful nature (which played like a child with the toys of knowledge, with the Greek and Roman tales), which would have been weak through sensitiveness, were it not for the resolute will to attain the full height of his royal duties, and would have remained unknown to us had he not been a writer as well as a king." Mr. Stopford Brooke is always something of a hero worshipper, and he allows himself a free rein here. The chapter on Alfred is perhaps the best in the book, and from this point the work is new—not a "recast." Religious poetry from Alfred to the Conquest is examined, and the substance of the poems on Genesis, "The Harrowing of Hell," and "The Temptation" given. Secular poetry is divided into ballads and war songs. Tennyson's translation of the "Battle of Brunanburh" is included here, and a paraphrase given of part of the "Battle of Maldon." There are so few works to consider that a comparatively detailed treatment is possible, and copious extracts, and even legends concerning the writers, are introduced. In this respect the author has had an easier task than Mr. Saintsbury and Mr. Gosse in their histories of later periods of English literature, where the mass of material has necessitated the exclusion of extracts, and has often only permitted the critic to deal in the most cursory fashion with works of great literary value. There is a leisurely air about a history of literature that can pause to note how "Dunstan is said to have invented a new instrument for church melody, which seems to have some resemblance to the virginals."

In summing up the general effect on our literature of the various strands woven into it, Mr. Stopford Brooke is admirable; and, in estimating the value of the Celtic and Anglo-Saxon elements, he notes the "sad ideality, penetrative and mystic imagination, love of melody, fiery impulsiveness attended by swift reaction into depression, romantic melancholy and love of nature imported by the Celts" side by side with the gifts of the Anglo-Saxons, who made "a sure and steadfast foundation for all thought, who laid on emotion a restraining, powerful, and directing hand, under which its fires ceased to blaze but grew white-hot; who acted on all the work of the imagination so as to purify, chasten, educate, and guard it from extravagance."

By no means the least valuable part of the book is a most careful bibliography of early English literature at the conclusion.

- (1) *Short French Historical Grammar and Etymological Lexicon.* By Prof. VICTOR SPIERS. (Price 5s. Simpkin, Marshall.) (2) *A Primer of Historical French Grammar, with a chapter on Metre.* By ERNEST WEEKLEY. (Price 2s. 6d. Blackie.)

It is somewhat unfortunate that these two primers of French philology, each commendable in its way, should appear almost simultaneously with the authorized English edition of Darmesteter's "Historical French Grammar" (Macmillan), a monumental work which we must reserve for future notice. We are far from saying that, judged from a schoolmaster's point of view, a little knowledge of philology is a dangerous thing; on the

contrary, we have often insisted on the importance of such knowledge for the teacher, but we must hint a doubt as to the desirability of introducing philology as a set subject in schools. It lends itself fatally to cram. The classical side, who might profit by it, have at most two hours a week to devote to French; the modern side, with their small Latin, must take all their facts at second hand. Prof. Spiers is confessedly popular; "the essentials of French philology are reduced to a minimum"; phonetics do not figure before chapter xv., that is, when we are half through the book, and even then there is no systematic classification of sounds. By far the most valuable part is the Lexicon, a carefully chosen list of 2,500 words with their derivations and chief derivatives. For this alone we should like to see the book used in all upper classes where Brachet is thought too expensive. We have noted a few slips and omissions. The law of the Latin tonic accent should be explained. Simple as it is, it does not come by the light of nature. In the explanation of *oui*, adopted from Darmesteter by a curious slip *o je, nen je* are given as the answers to "Have I done this well?" *Nullum nul* is given as an instance of blocked Latin tonic *u*. *Quelque chose de bon* figures as a masculine use of *chose*, according to the tradition of French grammarians. In the Lexicon we miss *chercher* and explanation of *peintre*.

Prof. Weekley's "Primer" was compiled in the first instance for London B.A. candidates. This genesis will explain the incongruity of the final chapter on modern French metre, a totally distinct subject, and one that has been adequately dealt with in Prof. Spencer's recent "French Verse for Schools." Otherwise the "Primer" is a most commendable attempt to put the main facts in a small compass. Unlike Prof. Spiers, Prof. Weekley holds that "any study of historical grammar not based on phonology is mere waste of time and effort," and, after a brief introduction on the history of the language, we have a short but masterly chapter on Latin sounds and their French equivalents. *Rusciniolum* (page 20) is a misprint for *lusciniolum*.

The International Geography. By Seventy Authors; with 488 Illustrations. Edited by HUGH ROBERT MILL, D.Sc. (Price 15s. George Newnes.)

We congratulate Dr. Mill on completing within less than three years from its inception this geographical Septuagint, a handbook of geography, or we should rather call it a cyclopædia, compiled by specialists without regard to nationality. Only an editor can appreciate the grasp of his subject, the judgment, and the tact it must have needed to plan a work on such a scale, and produce a fairly homogeneous whole.

Perhaps the best way of giving a notion of its scope and contents is to reproduce in a somewhat abbreviated form the directions issued by the editor to his contributors. Each country is to be described under the following sections:—

1. General configuration and geology, including river systems; climate and natural resources; brief outline of fauna and flora.
2. The people, as to race, language, history, and mode of government.
3. Manufactures, industries, and external trade; system of internal communication.
4. Political divisions, treated separately, with notices of towns. All towns with population of 100,000 to be noticed; characteristics of site as determining the position of the town and its development to be noted.
5. Statistical tables giving area and population of the last two censuses; the average value of exports and imports for three five-yearly periods, ten years apart; population of chief towns.

The work is original in every sense of the word; no part of it is a compilation from existing materials, and Dr. Mill may fairly boast that there is in England nothing *simile aut secundum*. We have the "Universal Geography" of Ravenstein and Keene (after Elisée Reclus) in seventeen guinea volumes, and we have the "School Geography" of K. Johnston, both admirable in their way, but the happy mean between the two has been hitherto to seek.

As has been stated, each section has been confided to an expert, and the Editor tells us that in the majority of cases he succeeded in securing the best authority known to him, and that only in ten cases had he to have resort to the third best. At the present moment all eyes are turned to South Africa. In some dozen pages Mr. James Bryce gives us a masterly sketch of Natal, the Transvaal, and the Orange Free State. It is interesting to note that he estimates the Boer population at 75,000, and the Outlanders at 150,000. Recent history gives an

ominous significance to the statement : " Although sympathizing with their kinsfolk in the Transvaal Republic, the people of the Orange Free State have never assisted them in their armed conflicts with the British power." Southern Rhodesia and Bechuanaland are entrusted to Mr. Selous, and Cape Colony to Dr. Muir and Dr. F. C. Kolbe. We have said enough to show that the " International Geography " is a book to be placed in every school library, and on the shelves of every teacher of geography.

Man and his Work. An Introduction to Human Geography.

By A. J. HERBERTSON, Ph.D., and F. D. HERBERTSON, B.A. (7×4¾ in., pages viii., 118. A. & C. Black.)

Dr. Herbertson, who is assistant to the Reader in Geography in the University of Oxford, has given us a very interesting little book on a rather large subject. Its general purport may be gathered from the following (page 45) :—

Looking at the world as a whole, there is seen to be a gradual transition from precarious occupations, like hunting, to those which afford a more secure living. What form these take depends chiefly on geographical conditions. No matter how desirable it might be, the frozen tundra cannot support an agricultural society, nor can cattle be kept in the desert or in those parts of Africa ravaged by tse-tse fly.

The authors' task, then, is to consider the geographical and physiographical conditions of the various zones of the earth, the effects of these on plant and animal life, the bearing of all this on the life and work in general of mankind, and, lastly, the particular applications of the principles arrived at to particular peoples and countries. The subject, as we said, is a large one, and cannot be completely covered in a small book ; and the authors, of course, are quite as well aware of this as we are. The question is what shall be included and what omitted if the book must be small. Personally we should have been glad to have had a more detailed consideration of the effects of climate and surroundings on the character of peoples, and also something more about the effect on physical surroundings and on climate of man's doings and work. Under this last head we refer to such matters as the disforestation or foresting of mountains and districts, irrigation, and draining, the effects of towns on rivers, &c. Some of these are touched upon, as in the case of Glasgow harbour, for instance (page 94). But we want more about the changes in localities wrought by the human beings and other living things therein. But it is ungracious to grumble. The book is well informed and carefully written, and will call the attention of teachers of geography to much that is new and interesting—if not as single facts, at any rate as standing in the connexions under which these facts are exhibited.

The chapter which, on the whole, we like best is that on " Trade and Transport " (chapter xi.). The main points are made perfectly clear, and are very suggestively brought together. Chapter xiii., " Government," on the other hand, seems to us a little too fanciful, though it is by no means without interest. The reasons why a fishing race should tend to an hereditary monarchy strike us as far-fetched ; but, to some extent, no doubt they are true. After all, however, the real service which Dr. Herbertson has done us is to present us, clearly and effectively, with the problems of geography and human life viewed from a point far too often ignored by writers and teachers. We are grateful to him.

Benjamin Jowett, the Master of Balliol. By the Hon. L. A. TOLLEMACHE. Fourth Edition. (E. Arnold.)

Much water has flowed under Magdalen Bridge since these recollections in their original form appeared in this Journal. We have had the authorized " Life of Jowett," the " Letters of Jowett," " Sermons of Jowett " in several volumes. Mr. Tollemache's cast, taken so to speak *in articulo mortis*, has not been superseded by any subsequent bust or statue, nor has his impression of the master in its main outlines been corrected by the fuller materials that his biographers have supplied. In his latest preface, Mr. Tollemache defends himself against the complaints of an Edinburgh reviewer that the memoir is too much concerned with Mr. Tollemache's own views on philosophy and religion. The sombre background of Aristotelianism, so he pleads, is needed to bring out the high lights of the Platonist Master. The translator of Plato, so it seems to us, was rather an Aristippus than a Platonist, and Master and pupil when most opposed differed only as Left Centre and Extreme Left.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, the " Journal of Education " was adopted as the medium of communication among members of the Teachers' Guild ; but the " Journal " is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

NINE applicants for membership of the Guild were elected at the meeting of the Executive Committee of the Council on October 26, viz., Central Guild, 3 ; Branches : Bradford, 2 ; Cardiff, 1 ; Oxford, 3.

An invitation to the Guild to organize a Conference or Conferences at the Imperial Institute, in connexion with the English Education Exhibition, 1900, having been received and accepted, the Committee selected the dates Saturday, the 13th, Monday, the 15th, and, Tuesday, the 16th of January, in the afternoon of each day.

The Education and Library Committee met on November 9, and settled the subjects for discussion at the Conferences as follows :—

(a) By what means can a closer organization and better conjoint action amongst teachers be established ? (b) How can maps, pictures, photos, and lantern slides be best used in teaching ? (Various specimens from the Teachers' Guild Museum will be exhibited in connexion with the above.) (c) What should be the terms of admission to the register of teachers for those about to enter the profession ?

Among those who, it is hoped, will take part in opening the discussions of these subjects are the Rev. Canon the Hon. E. Lyttelton, M.A. ; Mr. J. H. Yoxall, M.A., M.P. ; Mrs. Bryant, D.Sc. ; R. Wormell, Esq., M.A., D.Sc., and Miss Agnes Ward.

Particulars of the Conferences are sent with the *Journal* and reprinted report from the *Journal* to members this month.

In the report on the Teachers' Guild Modern Language Holiday Courses in 1899, which has been recently published, mention was made of certain County Council Education Committees which had sent students, but, through an oversight, the Surrey and Derbyshire Committees were not mentioned, though both sent students to Lisieux.

Mrs. Griffiths, L.L.A., Villa Victoria, Cairo, Egypt, formerly Headmistress of the Bath High School, and a member of the Guild, kindly offers to give information to any members of the Guild or other teachers who may wish to make inquiries regarding Cairo.

CENTRAL GUILD—LONDON SECTIONS—CALENDAR FOR DECEMBER.

Friday, 1st, 8 p.m.—Section G. Lecture by the Rev. Sydney Tickell on " The Art of Teaching Spelling," to be followed by a discussion, at Aske's School, Hatcham, S.E. Tea and coffee at 7.30.

Friday, 8th, 8 p.m.—Section B. Discussion : " How to Mark Written and Oral Examinations." Openers—Mr. H. W. Eve, M.A., and Mrs. Bryant, D.Sc. (It is hoped that Mr. R. F. Charles, M.A. and Miss Metcalfe, B.Sc., will take part in the discussion.) At 37 Gordon Square, W.C.

Friday, 8th, 8 p.m.—Section E. Lecture on " Thackeray," by Miss Corbould, at 173 Cromwell Road, S.W.

Friday, 8th, 8 p.m.—Section F. Discussion : " Who are the Real Heretics in Education ? " To be opened with a short paper by Mr. F. Kettle, B.A., at the High School for Boys, High Road, Clapham, S.W.

On Saturday, November 11, Section A held a social evening, with music, at St. Leonard's College, Amhurst Park. The Misses Crookshank, at whose kind invitation the Section was entertained, had arranged a charming little programme of music, and the evening was made further enjoyable by a lecture on " China," kindly given by Annis Lennoy, who appeared in Chinese costume.

On Saturday, November 18, Sir Reginald Palgrave, K.C.B., Chief Clerk to the House of Commons, conducted a party of members of Section E over the Palace of Westminster. In addition to those portions usually shown to visitors, he took them over the library, cloisters, and other places of interest. From his historical and antiquarian researches he illustrated certain points with the recital of moving events in the history of Parliament and noted Parliamentary personages. He pointed out the table of the old House of Commons, designed by Sir C. Wren ; the records of the written Journals, bearing witness of the action, in stirring times, of James I., Charles I., and Cromwell ; the position occupied by the Speaker in the original House of Parliament ; St. Stephen's Chapel ; the place taken up in Westminster Hall by Charles I. and his judges during the trial ; the site of the Star Chamber, and other matters of special interest. On the motion of the Rev. J. O. Bevan, a warm vote of thanks was passed to Sir R. Palgrave at the conclusion of the visit. Mr. Bevan referred to Sir Reginald's position as the first living authority on Parliamentary procedure, and indicated the pleasure felt by the members of the Section in having so many unique and interesting facts from the lips of one to whose exertions, in many cases, was due the recovery of those facts from oblivion.

BRANCHES.

Folkestone, Hythe, and District.—On Saturday, November 11, Miss H. Busk was kind enough to spare a night from London, though at

some considerable personal inconvenience, to come down and give her lecture, entitled "Some Suggestions on the Teaching of Geography." She enforced her remarks by referring to maps and pictures borrowed from the Museum in Gower Street, and also introduced to the notice of members several works of reference useful to teachers. After sketching briefly what should be taught under the heading of Geography, the lecturer handed round some leaflets, on which was a skeleton scheme for a progressive course, commencing with the kindergarten classes, and leading up through the junior and middle to the senior divisions. After giving a most interesting explanation of this scheme, Miss Busk turned to the question of loan portfolios for the Guild Museum. To start this department on a sound basis, £1,000 had been originally asked; but, as this sum had rather astounded some members of the Council, she said that £500 would satisfy her for a beginning. The whole of the lecture was followed with the keenest interest by the members present; and, though some were half-inclined to ask how many hours a week are to be allotted to geography in the school time-table in order to reach the high ideal set before them, yet, Miss Busk's enthusiasm being of a contagious nature, the meeting broke up rather later than usual, hoping that what was, to most, a first acquaintance with Miss Busk would prove not to be the last.

Glasgow and West of Scotland.—Mr. D. S. Riddoch, of the Glasgow Ruskin Society, was the lecturer at the monthly meeting on November 16. There was a good attendance, and Mr. Wm. Thomson, B.A., of Hutcheson's Grammar School, presided. Mr. Riddoch, who had for his subject "John Ruskin: the Man and his Message," in the course of an exposition of Ruskin's place as a man of letters, claimed for him that, with Carlyle and Newman, he had been one of the great teachers of the Victorian age. His "Unto this Last" anticipated the Education Acts 1870-72. His conception of education meant development of body as well as of mind. No one was educated who could not use his hands as well as his head. Further, education was not a thing that began at school and ended at college, but regarded men on the moral and spiritual side, and could only be completed by the discipline and teaching of life.

Norwich.—At a meeting held at the High School on November 17, an entertaining lecture was given by Miss Agnes Ward, late Principal of the Maria Grey Training College for Women Teachers, the subject being "How to Interest a Class in Literature," the Rev. W. A. MacAllan presiding. The object of literature lessons being to form sound habits of reading and good literary taste, Miss Ward considered the old method of teaching only derivations and analysis utterly failed to have any formative result in this direction, and proceeded to give a practical demonstration of the way in which the pupils might be led to become inquisitive with regard to literature. For this purpose she chose three of Browning's shorter poems, illustrative of his chief characteristics, which would serve not only to educate the intellect, but also the feelings of the class, an object which was too often neglected. A discussion and votes of thanks followed the lecture.

LIBRARY.

The Hon. Librarian reports the following additions to the Library:—Presented by the Agent-General for Queensland:—Guide to Queensland, by C. S. Rutledge.

Presented by the Author:—Brushwork in the Kindergarten and Home, by E. Cooke.

Presented by Miss M. F. Gillett:—*Le Bourgeois Gentilhomme*, par Molière, edited by A. C. Clapin.

Presented by Mr. Edward Arnold:—England in the Nineteenth Century, by C. W. Oman; English History, by E. S. Symes; Africa as seen by its Explorers, edited by E. J. Webb; Selections from Tennyson, 1832-55, edited by E. C. E. Owen; Magnetism and Electricity for Junior Students, by J. P. Yorke; Elements of Euclid, Books I.-VI., by R. Lachlan.

Presented by Messrs. G. Bell & Sons:—*Horati Carminum Liber I.*, edited by C. G. Botting; Thucydides, Book VI., translated by E. C. Marchant.

Presented by Messrs. Blackie & Son:—Pope's Rape of the Lock, edited by F. Ryland; Object-Lessons in Geography, Part I., by D. Frew; Classic Ornament, Photographic Reproductions of South Kensington Casts, 1st, 2nd, 3rd, 4th Series; The Newton Object-Lesson Handbook, Part II.; Practical Problems in Arithmetic, 3 parts; Mathematical Facts and Formulae, by A. E. Lyster; Higher Rules in Arithmetic.

Presented by the Cambridge University Press:—Cambridge Greek Testament—The Pastoral Epistles, edited by J. H. Bernard; The Cambridge Bible; The Books of Chronicles, I. and II., edited by W. E. Barnes; The Proverbs, edited by T. T. Perowne (for Library and Museum, 2 copies of each).

Presented by Messrs. Macmillan & Co.:—Building Construction for Beginners, by J. W. Riley; Euclid, Books I.-IV., edited by C. Smith and S. Bryant; *Le Tour du Monde en Quatre-vingt Jours*, par Jules Verne, edited by L. A. Barbé; Passages for Greek Translation for Lower Forms, by G. H. Peacock and E. W. Bell (for Library and Museum, 2 copies of each).

Presented by Messrs. Swan Sonnenschein & Co.:—Introduction to

English, French, and German Phonetics, by L. Soames, new edition, revised and edited by W. Victor; How to Learn Philology, Introductory Book for Teachers and Learners, by E. H. Miles.

Presented by the University Correspondence College Press:—The Elements of Coordinate Geometry (Part II.): The Conic, by J. H. Grace and F. Rosenberg.

Purchased:—Beowulf, edited by A. J. Wyatt; Richelieu, by R. Lodge (Foreign Statesmen Series); The Teaching of Geography in Switzerland and North Italy, by J. B. Reynolds; "What is Secondary Education?" edited by R. P. Scott; Our National Education, by the Hon. E. Lyulph Stanley.

The new Library Catalogue will, it is hoped, be ready early in January. Price, for non-members, 1s.; for members, 9d.

JOTTINGS.

THE BISHOP OF LONDON, in a speech on which we have commented elsewhere, told a good story. A governess, out for a walk with her pupil one day, picked a piece of bog-myrtle, and called his attention to the sweet smell it gave forth as she crushed it in her fingers. Improving the occasion, she enlarged on the uses of adversity to the Christian soul. A few days after she had occasion to apply the moral, and said: "Tommy, you have forgotten what I told you last week about the bog-myrtle. What was it?" Tommy looked up, and, in a sulky tone of voice, replied: "Oh, yes! I know. You told me that, if you pinch a Christian, he smells."

IN the Intermediate B.Sc. Examination of the University of London the Merchant Venturers' Technical College, Bristol, distinguished itself by gaining one First Class and two Second Class Honours, besides six First Class and three Second Class passes.

THE Annual General Meeting of the British Child Study Association was held on October 13, at the Sesame Club, when Dr. Shuttleworth, the retiring President, delivered the presidential address, and Dr. Langdon Down was elected President for the present session. On October 27, Lady Isabel Margesson gave a most interesting address on "Some Experiences of the use of Theory"; and on November 10 a paper on "Children's Fears" was read by T. G. Tibbey, B.A., and was followed by an animated and suggestive discussion.

A LABORATORY course in experimental psychology is announced at University College, London, for the ensuing Lent Term. Students will be afforded opportunities for practising the methods of investigation in the psychological laboratory. The class will meet once a week on the day and at the hour found most convenient to the majority of the members. The fee for the course is £2. 2s. Those wishing to join should send in their names to the Demonstrator, W. McDougall, Esq., St. John's College, Cambridge.

AT the celebration of the twenty-first anniversary of the Baker Street High School for Girls Lady George Hamilton distributed the prizes and unveiled a portrait of Cannon Holland, the founder of the school. There were 150 prizes and certificates divided amongst 80 recipients. Rather more than half the total number of girls attending the school received no prizes.

THE Executive of the N.U.T. has resolved to oppose the movement for the teaching of agriculture in rural schools unless, as preliminary to the changes suggested, greater financial assistance and additional teachers be given to such schools and unless the new subjects to be introduced are treated as "wholly substitutional" to some one or more existing subjects in the curriculum.

THE proposal of the London School Board to establish lectures for prisoners at Wormwood Scrubs, which was conditionally accepted by the Home Secretary, has fallen through. On inquiry it was found that out of three hundred prisoners only about ten could profit by the proposed lectures. But the Home Secretary suggests as an alternative some commercial classes of the continuation-school type.

THE ten thousand living graduates of Yale University have unanimously approved (so it is stated) the appointment of Prof. Arthur Twining Hadley as President. The inauguration was a striking ceremony, attended by men of eminence in every walk of life.

THE Education Department has refused to give a decision in the curious dispute at Great Sanghall, only stating that until the matter is settled all grants will be withheld. At present there are two headmasters, each claiming to be legally appointed.

THE Court of University College, Manchester, has adopted a scheme of school leaving examinations. This should be widely used by schools working towards the Victoria University.

MR. BARNETT, lecturing at the College of Preceptors, illustrated his contention, that in school-work the best of all rewards is the sense of power acquired, by a perfect little story. A small child, who had just been shown how to do L.C.M. sums, threw her arms passionately round her mother's neck, exclaiming: "O mother dear, do let me do some more now I know how!"

THE Headmaster of Eton was present at the opening of the new Board School at Hackney Wick, which has cost £25 per school place. The cost at Eton would no doubt rise well into the hundreds; yet Dr. Warre is reported to have said that, on seeing this building, he felt envious when he thought of another place. No doubt it was a strange position for the Head of Eton, and he was expected to say something pleasant.

MR. HEWINS is soon to have his new hall for the science of political economy. The architect has been chosen, and a site in the great new street has been provided.

DR. NEUBAUER has resigned the sub-librarianship of the Bodleian Library, Oxford, after more than thirty years of service.

At a recent Sunday-school examination (says a correspondent of the *Birmingham Daily Gazette*) I was regaled with the following delightful reply from a toddler in the infants' class: "With what weapon did David slay the Philistines?" asked the examiner. "Please, sir," answered the child, whose father, by the way, is an ironmonger, "the axe of the Apostles."

SIR JOHN GORST's reply to the deputation from the Associated Chambers of Commerce gives fair ground for hope that when the Education Department is reorganized the existing inequality between the support given to scientific and to literary subjects will be adjusted. The main charge against the South Kensington present attitude towards schools is that literary subjects, earning as they do no direct grant, run the risk of being neglected. No doubt the day of special grants for special subjects will soon be past.

CAMBRIDGE UNIVERSITY has instituted an Appointments Committee which is to have a wider scope than the existing scholastic agencies. The plan is to supply any sort of employer who needs a graduate. At the same time Sir Edmund Hay Currie announces the formation of a company to carry on a new scholastic agency in London. The competition is getting interesting.

RECENTLY a mistress in a London Board school appeared before a magistrate to answer a charge of assault on a scholar. By way of extenuation it was given in evidence that the mistress had, with one pupil-teacher, the charge of 125 children, and that at the time of the alleged assault the pupil-teacher was engaged elsewhere. Can it be possible under the London Board that a teacher has to manage 125 infants with the help of one pupil-teacher?

A MOVEMENT is on foot to establish at Rome a school for archaeological study and research similar to the one that has been now thirteen years in existence at Athens.

THE London County Council has agreed to allocate £2,500 to each of the faculties of Commerce and Engineering at London University. After the address of the Chancellor of the Exchequer to City magnates we shall expect to hear of many large sums given for the same purposes by the modern "pious founder."

MISS ISAACS, of the Chicksand Street School, Whitechapel, has been recommended by the London School Board for the travelling scholarship of £120, offered through Mr. G. L. Bruce. Miss Isaacs is to visit schools in Europe and to present a report on them by next August.

MISS C. M. GLADDISH, B.A., has been appointed Headmistress of the Girls' County School, Newtown, by the Montgomeryshire County Governing Body. Miss Gladdish has, during the last three years, been Headmistress of the Girls' County School, Cowbridge. Miss A. K. Brown, second mistress at Cowbridge, has received an appointment on the staff of the Pontypool Girls' School.

ROYAL HOLLOWAY COLLEGE.—Miss Hayes-Robinson has been appointed Lecturer in Modern History; Miss Buchanan, B.Sc. London, Lecturer in Zoology; and Miss Rowell, Assistant Lecturer in Mathematics.

THE RIGHT HON. HORACE CURZON PLUNKETT has been appointed Vice-President of the Department of Agriculture and Technical Instruction for Ireland. He will have two chief secretaries under him. The one for technical instruction will have to organize Irish intermediate education.

MR. R. ELSEY SMITH has been appointed to the Chair of Architecture at King's College.

THE REV. W. W. HOLGATE, of Trinity College, Cambridge, has been appointed Headmaster of the College School, Brackley. The governors are the President and Fellows of Magdalen College, Oxford.

ENGLISH EDUCATION EXHIBITION.

THE preparations for the English Education Exhibition are now almost complete; it will be held at the Imperial Institute, from the 5th (not, as previously announced, the 4th) to the 27th January, 1900. His Royal Highness the Prince of Wales has graciously consented to open the Exhibition on January 5. The exhibition will be arranged in the following five main divisions:—(1) Education as controlled by School Boards and Boards of Managers of public elementary schools, together with training colleges for teachers in primary schools. (2) Secondary Education, including (a) boys' preparatory schools; (b) private schools, girls' and boys'; (c) endowed and proprietary schools for girls; (d) endowed, proprietary, grammar, and public schools for boys; (e) secondary training colleges. (3) Technical Education, with schools of art. (4) University and Higher Education. (5) Educational Institutions and other bodies not falling under any of the above heads.

The exhibits are intended to represent the education of the present day, and also to illustrate the history and traditions of education. One great feature of the Exhibition will be the number of specimens of the work of pupils and students, in art and in manual and artistic crafts, and also in ordinary literary training. Under the latter head will be comprised sets of ordinary exercises and note-books and also examination papers, illustrative of the actual work done in the different schools and colleges represented. The Exhibition will also include a number of portraits and busts of great historical and artistic interest, representing many of the great men and women who have been identified with educational progress, and also a number of antiquarian treasures from the great public schools. Among other memorials of peculiar interest may be mentioned the original moral philosophy papers shown up by Mr. Gladstone in the Schools at Oxford. The Exhibition has been supported most warmly and generously by the great institutions of the country, and visitors may expect to enjoy the sight of a quite unique collection of objects of educational value and interest. The expert who desires to test and compare the work of our schools of every grade and type will have the fullest materials on which to work; and the ordinary citizen, to whom a school note-book is anything but attractive, will be able to gratify his artistic interests, to glean some trifles of historical knowledge, and even to satisfy his curiosity by the spectacle of an educational cinematograph.

Arrangements are being made by many educational bodies for holding a series of meetings, conferences, and lectures on educational subjects at the Imperial Institute, during the period of the Exhibition. One section of the Exhibition will be devoted to the display of the works of educational publishers and commercial firms connected with education.

Mr. J. Fischer Williams, 7 New Square, Lincoln's Inn, London, W.C., is Secretary to the Organizing Committee.

CALENDAR FOR DECEMBER.

[Items for next month's Calendar are invited. Matter should reach the Office, 3 Broadway, Ludgate Hill, London, E.C., by the 22nd inst.]

- 1.—London University. Matriculation. Return forms.
- 1-2.—Highgate School Entrance Scholarship Exam.
- 1 and following Fridays, at 7 p.m.—College of Preceptors. Lectures to Teachers.
- 2.—Oxford Exams. for Women. First Public Exam., Scripture.
- 4.—College of Preceptors. Teachers' Diploma Exam. (January). Return forms.
- 4.—Cambridge University. Previous Exam. begins.
- 4.—London University. M.S. and M.D. Exam.
- 4.—Oxford Exams. for Women. First Public Exam. (Pass School) begins.
- 5.—London University. Int. and LL.B. Return forms for January Exams.
- 5.—London University. D.Lit. Exam.

- 5.—London University. B.Surg. Exam.
 5.—National Froebel Union. Higher Certificate Exam.
 5-6.—Cambridge, Teachers' Training Syndicate Exams.
 5-7.—St. Catharine's College, Cambridge. Scholarship Exam.
 5-7.—College of Preceptors. Junior Forms Exam.
 5-8.—Institute of Chartered Accountants. Preliminary Exam.
 5-9.—College of Preceptors. Certificate Exam.
 5, 12.—University Hall, Gordon Square, at 8 p.m. Lectures on "Logic," by Mr. J. A. J. Drewitt. (Course, 5s.; teachers, 2s. 6d.; single lecture, 1s.)
 6.—Essex Hall, Strand, at 5.30 p.m. Lecture on "Plato's Republic," by Canon Scott Holland. (London School of Ethics.)
 6-8.—Canterbury, King's School. Entrance Scholarship Exam.
 7.—Datchelor College, at 2 p.m. Lecture on "Scotland and the English Baronage in the times of Edward I. and Edward II.," by Mr. H. E. Malden, M.A.
 7, 14.—Victoria Rooms, Royal Palace Hotel, Kensington, at 5 p.m. Lectures on "The Fundamentals of Psychology," by Mr. G. F. Stout. (Course, 10s. 6d.; teachers, 2s. 6d.; single lecture, 2s.)
 8.—37 Gordon Square, at 8 p.m. Lecture on "How to Mark Written and Oral Examinations." Discussion. (Teachers' Guild, Section B.)
 8.—Sesame Club, 29 Dover Street, Piccadilly, at 8 p.m. Paper on "Children's Inventiveness," by Mr. E. Cooke. (British Child Study Association.)
 8.—Trinity College of Music, London. Diploma Exam. Return forms.
 11-15.—Cambridge Preliminary Local Exam.
 11-16.—Cambridge Local Exams.
 11-16.—Cambridge Higher Local Exam. (Groups B and C).
 12.—Oxford Exams. for Women. Responses begin.
 12.—London University. Exam. in Teaching.
 12.—86 Westbourne Terrace, at 5 p.m. Lecture on "Discipline," by Mrs. Dowson. (Parents' National Educational Union.)
 12-13.—Institute of Chartered Accountants. Intermediate Exam.
 13.—St. David's College, Lampeter. Responses.
 13.—Royal College of Art. Art Training Exam.
 15.—London University. Inter. Laws and LL.B. Exam. Return forms.
 15.—Post Competitions, *Journal of Education* Translation Prize.
 16.—Merchant Taylors' School. Entrance Scholarship Exam.
 16.—Trinity College of Music, London. Local Musical Knowledge (Theory) Exam.
 16.—College of Preceptors. Meeting of Council.
 18.—London University. Inter. B.Mus. and D.Mus. Exam.
 18.—London University. Inter. Med. Exam. Return forms.
 19-21.—Institute of Chartered Accountants. Final Exam.
 20.—University College, London. Send in notice for Gilchrist Scholarship next May.
 21-22.—Headmasters' Conference. College of Preceptors.
 21, at 2 p.m.; 22, at 10 a.m.—Annual General Meeting of the Modern Language Association at London University. Address by the President, Prof. Skeat.
 22.—London University Preliminary Science (M.B.). Return forms.
 22.—Post School News, items for this Calendar, &c., and all Advertisements for the January issue of the *Journal of Education*.
 26.—Return forms for Pharmaceutical Preliminary Exam. (January).
 27 (first post).—Latest time for receiving urgent prepaid school and teachers' advertisements for the January issue of the *Journal of Education*.
 31.—Civil Engineers' Institute. Return forms for Admission of Students and Election of Associates in February.

The January issue of the *Journal of Education* will not be published till Tuesday, January 2, 1900.

UNIVERSITIES AND SCHOOLS.

LONDON.

The recent examination for the B.A. degree is the first held under the present regulations, and the papers are therefore of special interest. We may note that there are no questions on general Latin grammar, one question only on general Greek grammar, and—to the disgust of the few and the relief of the many—no passage for translation into Greek, prescribed this year for the first time. Many will approve the omission of idioms from the French paper; not so many the omission of hard modern passages. The oral examination did not prove formidable. Idioms are missing also in German. In the first papers under the new syllabus in Mental and Moral Science the standard seems raised, and more questions are set on psychology than on ethics. In Political Economy, under similar circumstances, a wide

range is given as to choice of questions, as well as to the scope of those on the theory of the subject. Probably the papers would not be thought over-hard. The wide choice in History does away with the need of reading the special books, as questions on them can be avoided.

The standard in the M.A. Examination in Classics this year would seem to have been severe, inasmuch as only six candidates passed out of fourteen. Each of the four successful women candidates had collegiate training, Newnham carrying off the Gold Medal. No Cambridge men coming up this year for the M.A. in Mathematics, there are no passes: one candidate only, a lady, presented herself. In Mental and Moral Science, out of four candidates three passed, all men, one with the Gold Medal. In the new branch of Political Economy we have one candidate, but he failed to pass.

In Branch III. at M.A. (English) five passed out of seven, two being women. "Private study" seems particularly efficacious in this subject. In Branch IV. (French and German) four seem to have passed out of five; two are women, one of them, Miss Ritchie, obtaining special distinction.

Advanced science students may be interested to learn that all the three candidates in Zoology obtained their coveted D.Sc., whilst only one out of four succeeded in Geology.

Of the huge number of 2,567 candidates who came up for Matriculation, 18 retired and 1,291 passed. Five of the twenty-one places in Honours were credited to "private study" only, including the third and fourth places.

The Senate has accepted the offer of the Gladstone Memorial Committee of a biennial prize, of the value of £20, for special proficiency in history, political science, and economics.

It is worthy of note that the majority in the Senate in favour of accepting the Government's offer of the Imperial Institute buildings was a decisive one—21 to 6.

A few further facts as to the accommodation provided by the new buildings may be of interest. They are taken from the memorandum drawn up by the Special Committee of the Senate. The whole of the east wing is made over to the University. The central portion of the building is also to be absolutely under the control of the University, which will, however, allow the use of parts of it to the Institute, on application, when not requiring use thereof for its own purposes. It comprises the principal entrance and staircase; the corridor and vestibule leading to the Great Hall; the Great Hall; and rooms over the main entrance. Then there is the East Conference Hall, which is obviously the best place for meetings of Convocation and lectures to large audiences. It is attached to the east wing, and approached from the corridor on the principal floor: it has another entrance also. The Institute building has a separate entrance suitable for students in the basement, close to the east side of the grand outer staircase. With regard to the vacant land adjacent to the buildings, the Senate in its resolution intimated clearly that they considered the University had the first claim thereto, when its new duties should demand expansion.

It is clear that in its new home the University will have ample space for all its needs, whether official and administrative work, examinations, or public meetings and functions of all kinds, such as presentations, conferences, &c. When it becomes a teaching University in reality, we shall hope to see the whole of the noble pile of buildings pass into its possession.

BEDFORD COLLEGE, LONDON.

On Thursday, November 23, Miss Rose Kingsley delivered a lecture on French painters, showing, with lantern, illustrations of the great works of French artists from David Jerichau and De la Croix to the present day. On Wednesday, December 6, Prof. Priebisch, Ph.D., will give his lecture, in German, on "Emanuel Geibel, der Sänger der Liebe und Herold des Reiches."

Miss Alice Lee, formerly a student and now Assistant Lecturer in Mathematics and Physics, has been awarded the degree of Doctor in Science by the University of London, in recognition of a thesis on "Mathematical Correlation: its application to Craniology," and of papers submitted to the Royal Society and published in its *Proceedings*. Miss Beatrice Edgell, M.A., Lecturer in Mental and Moral Science, has been awarded a University Fellowship by the University of Wales.

By the death of Miss Anna Swanwick, LL.D., the College has lost one of its founders, and its former Visitor.

OXFORD.

In regard to University legislation bearing upon educational reform, Oxford is at present enjoying the proverbial happiness of the country that has no history. The colleges have been occupied with a long series of Scholarship examinations; and the Gazette is filled with appointments of curators, delegates, examiners, electors, select preachers, auditors, councillors, and other functionaries to the diverse bodies that do the "daily dreadful" business of the University. The only measure of any general interest that is likely to be brought before Congregation is a Statute establishing the Doctorate in Letters and Science. It was always contemplated, when the Research Degrees of B.Litt. and B.Sci. were instituted some five years ago, that after a time the scheme would be completed by the addition of the higher degrees for original contributions to the advancement of learning. It

is understood that a Statute for this purpose has for some time past been under consideration by the Council; and though nothing has yet been made public with regard to its provisions, it is expected to be ready for discussion in the course of next term.

The Committee of Council appointed in the Summer term to organize the Oxford share in the coming educational exhibition has been actively engaged, with the valuable aid of its expert secretary (Mr. Graham Balfour), in collecting the exhibits from the University and colleges, and from the Association for the Education of Women and the various halls for women students. Besides pictures and photographs of the buildings and distinguished persons, papers, statutes, lecture-lists, college histories, photographs of rooms, groups, sports, and other illustrations of the daily life of the University, there will be several interesting reproductions of old documents and relics of the past. Everything is to be ready by the beginning of December; and it is believed, in spite of the apathy and even hostility with which the idea was at first received in some quarters, that more than four-fifths of the colleges will be represented in the exhibition.

The striking success of Oxford in the competition for Indian and Home Civil Service appointments, which was particularly noticeable this year, has given rise to an amicable controversy between the *Cambridge Review* and the *Oxford Magazine*. There is not much doubt—indeed, the fact is admitted by the Cambridge paper—that the Oxford field (this year at least) was considerably the stronger of the two sent up by the older Universities. The Cambridge contention is, substantially, that the Civil Service Commission, though desiring to hold the balance even between the Universities in assigning the maxima to the various subjects and in selecting the subjects themselves, nevertheless has in fact so arranged these details as to give advantage to Oxford. There is probably truth in this plea; and it must be remembered that it is exceedingly difficult to foretell what the result will be of any particular arrangement of marks and subjects before the experiment has been tried. But, if it is urged that the remedy is to be sought in increasing the marks obtainable by candidates trained in the Mathematical, Classical, and Scientific Triposes—that is, in giving further advantage to the specialist—the question may reasonably be asked whether the Civil Service Commission would be more likely in this way to get the sort of men they really want for their appointments. Perhaps the most important factor in the situation is the Cambridge three-year Honour course—the possibility, that is, of taking a degree in Honours after three years' residence. If we compare the classical candidates from the two Universities, it is undeniable that a man who has had four years' training in scholarship, history, and philosophy is likely to be better equipped for an examination with wide option of subjects than a man who has had three years' training in scholarship only.

The recent agitation at Cambridge, which was practically an attempt to despecialize the classical curriculum, indicates that (quite apart from the Civil Service question) they are dissatisfied with the present Tripos; and the movement for minor changes in the mathematical course is another straw that points in the same direction. Curiously enough, the suggestion of a three years' Honour course, recently mooted at Oxford, is, from this point of view, a counter-current: if carried out—of which there is no prospect at present—it might diminish the advantage in our favour of which Cambridge complains.

Besides the losses mentioned in my last letter, the University has to regret the resignation of two of its distinguished teachers, Sir John Stainer and Sir William Markby. Neither the Professorship of Music nor the Readership in Indian Law will be easy places adequately to fill. Dr. Stainer has worthily sustained the high standard of the past, which includes names such as the two Hayes, Dr. Crotch, Sir Henry Bishop, and Sir F. Gore Ouseley. Sir W. Markby, apart from his eminence in his own subject, has done valuable service with characteristic wisdom and public spirit in other fields, notably in the aid he has given to educational work in Oxford under the Technical Instruction Act.

CAMBRIDGE.

The Cambridge Appointments Association was successfully launched at a meeting in the Senate House on November 4. The Vice-Chancellor presided, and in a happy speech spoke of the scheme as one designed to provide a system of channels through which the reserve of University ability might be conducted to places where it would have a useful and fertilizing effect. Lord Rothschild, as a man of affairs, gave the Association his hearty support; Professor Jebb did not doubt it would be valuable to the country and useful to the University; Mr. Gibb, the general manager of the North-Eastern Railway, as well as Sir Andrew Noble, indicated that the great business enterprises of the country would profit by an infusion of University blood; Mr. W. N. Shaw and Professor Ewing emphasized the need on the part of young graduates of guidance and instruction in the search for careers in life; Sir John Gorst and the Master of Trinity described the Association as the "honest broker" and as the "solid bridge" between the unemployed "paragons" of Cambridge and the "lords paramount" of intellectual industry. The Association is already at work, with an office in Trumpington Street, a secretarial staff, and a journal to be known as the *Appointments Gazette*. Support is forthcoming from

many sides, and the Association's prospects of genuine usefulness are undoubtedly hopeful.

On November 9 a great meeting took place at the Union Society for the purpose of starting a Transvaal War Fund for soldiers and sailors and their families. Already about £1,000 has been subscribed by senior and junior members of the University, and an active organization has been formed with the view of raising the fund still higher. The undergraduates, especially, have thrown themselves with zeal into the cause of patriotic beneficence.

Miss Mary Kingsley has added to her achievements the feat of addressing in a debating speech the members of the "Maggie and Stump" at Trinity College, on the characteristic motion "That it is better for us to understand alien races than for alien races to understand us." Her success was ratified by her unanimous election as an honorary member of the famous debating society.

Mr. I. A. Tillyard, M.A. of St. John's, who was eighth Classic in 1875, and whose son has just won the top classical scholarship at Caius, has been elected Mayor of the borough. His elevation marks another stage in the better understanding that is yearly growing up between Town and Gown in Cambridge.

Pembroke and the University have sustained a serious loss by the untimely death of Mr. C. H. Prior at the age of forty-nine. He came up from Harrow to Caius in 1869, and in 1873 graduated as third Wrangler and second class Classic. The same year he was elected to a Fellowship at Pembroke, and since then his services to his college as lecturer, and ultimately as senior tutor, have been incalculable. With the Master, Dr. Searle, he shares the credit of bringing up Pembroke from the position of a small college to a distinguished place among the large colleges.

A proof-sheet with manuscript corrections of the original edition of "Lycidas" has been discovered in the binding of one of the books in the University Library. The Library already possesses a copy of the first edition with autograph emendations by Milton.

The awards of entrance scholarships and exhibitions at ten colleges have just been made. In all, 117 of these emoluments have been given: Rossall winning 6; St. Paul's and Manchester Grammar School 5 each; Harrow, Felsted, Cheltenham, Oundle, and the Leys 4 each. Of 79 scholarships awarded, 22 are for mathematics alone, 29 for classics alone, and 18 for natural science.

The Union has decided, by a majority of 34, that the excessive size of Trinity College is *not* disastrous to the College itself or prejudicial to the best interests of the University. It has, moreover, agreed that undergraduates who indulge in noisy demonstrations at the Theatre should be dealt with by the disciplinary authorities. The hint has, apparently, had a good effect on the disturbers of harmony.

Young Cambridge was on the alert for the meteors which didn't come. The ancient battlements bristled with optical and photographic *armamentaria* under the command of Sir Robert Ball, but all in vain. The disappointed are minded to ensky the unfortunate astronomical prophets; as one writes—

τίπτε, Ζεροββέβαλ', οὐ ζητῶν τὰ κατ' οὐρανὸν εὖρες;
εἶθε γενοῖο θανὼν ἄλφα Ζεροββεβάλου.

On behalf of the meteors another explains—

ἄφρον ἔρ' ἀστρατίας γε Λεοντίδες; ἄσχρολοι εἰσιν
πρὸς Λιβύης σκύμνοι πλαζί Λεοντοφύει.

("The Lion's brood's on duty at the Cape!")

The Special Board for Mathematics have proposed a new scheme for the Tripos, by which the time-honoured, but now almost meaningless, "order of merit" will be done away. The Senior Wrangler has for some time been merely the first man in a comparatively elementary examination. In Part II. of the Tripos, which is concerned with the more advanced subjects, the candidates are placed in divisions in alphabetical order; and in the last nine years the Senior Wrangler has thrice failed to get into the first division, while he has four times failed to get one of the Smith's Prizes. The Board propose that Part I. shall be simplified; that candidates shall be encouraged, if not obliged, to take it in their second year; and that Part II. shall be so readjusted as to permit a large number of candidates to offer themselves for it. It is expected that more of those who pass Part I. with honours will be induced to turn to physics or engineering, and that thus the somewhat narrow specialism of the "mere mathematical man" will be broadened. The discussion of the plan in the Senate House disclosed the probability of serious opposition from the Conservatives, who would fain retain old names long after their significance has departed. The voting, which will take place next term, is sure to be keen, and the war of fly-sheets *pro* and *con* will thus be somewhat protracted.

As was expected, the Senate has agreed to the appointment of a Board of Selection for candidates for livings in the gift of the University. This desirable reform has been carried almost without comment.

The Local Lectures Syndicate report a gratifying increase in their work. The number of Extension courses delivered during the past session was 119, as against 103 in the session 1897-98. The lectures given were 1,170 as against 990, and the students taking consecutive

courses and obtaining the sessional certificate showed a corresponding increase. A Summer Meeting for Extension students will be held in Cambridge next August. An International Congress on University Extension is arranged in connexion with the forthcoming Paris Exhibition.

The following appointments and elections are announced:—Mr. J. H. Flather, of Emmanuel, to be a Governor of Thetford School; Mr. J. M. Dodds, of Peterhouse, to be a University member of the Borough Council; Mr. I. Lloyd Tuckett, of Trinity, to be an additional Demonstrator of Physiology; Mr. H. J. Edwards, late Scholar of Trinity, to a Fellowship at Peterhouse; Prof. G. Sims Woodhead to a Fellowship at Trinity Hall; Mr. F. W. B. Frankland and Mr. H. M. Chadwick to Fellowships at Clare; Mr. W. A. Houston and Dr. G. Elliot-Smith to Fellowships at St. John's College; Mr. T. B. Wood, of Caius, to be a Governor of Holt Grammar School; Mr. C. T. Wood, of Pembroke, Mr. H. Bissek, of Jesus, and Mr. R. Talbot, of Emmanuel, to be Carus Greek Testament Prizemen; Mr. H. Woods, of St. John's, to be University Lecturer in Palæozoology; Dr. Kenny to be Deputy for the Downing Professor of Law; Mr. Justice Stirling to be an Examiner for the Yorke Law Prize; Mr. A. Hutchinson, of Pembroke, to be Demonstrator of Mineralogy; Dr. Somerville, Professor of Agriculture, to be a Professorial Fellow of King's; the Professor of Ancient History (Dr. Reid), to be *ex officio* Examiner for the Prince Consort and Thirlwall Prizes in History.

WALES.

The fifth ordinary half-yearly meeting of the Central Board of Intermediate Education was held at Newport at the end of October, under the presidency of Mr. A. C. Humphreys-Owen, M.P. A letter was read from the Education Department agreeing to the request of the Board (1) that the Senior Certificate Examination of the Central Welsh Board be recognized under Article 51 (b) of the Code, and (2) that it be approved under Article 115 (d), provided that the certificates be obtained in subjects approved by the Education Department, and that the candidates shall have obtained not less than three distinctions. In a subsequent letter the Department said that the subjects approved by it were such and so many subjects in combination as are recognized by the University of Wales as equivalent to the Matriculation Examination of the University. The Department approved also the Junior Certificate Examination of the Board. Mr. Humphreys-Owen pointed out that the standard of three distinctions was higher than that of the First Division of the Matriculation Examination, and on his suggestion it was agreed to ask the Education Department to discuss the subject further.

The General Medical Council wrote that it was prepared to recognize the Senior Certificate of the Board, but that it was not prepared to accept the Junior Certificate.

The Executive Committee reported that the gold medal offered by the chief inspector to the best candidate in the Certificate Examinations had been awarded to Mr. Percy Harold Wykes, of the County School, Wrexham. On the recommendation of the Committee it was resolved that the Board should apply to be recognized under Clause VII. of the "Science and Art Directory" as an organization for the distribution, on the results of its own examination and inspection, of the Science and Art grants to county schools in Wales.

It was resolved that the Welsh dragon ("Y Ddraig Gosh") be emblazoned on the certificates of the Board, with the motto in Welsh "Deffro! mae'n ddydd" ("Awake, it is day"). This motto is the one adopted by the Pan-Celtic League of Ireland, Wales, Brittany, Man, and Scotland.

The new members co-opted and otherwise elected on the Board were Messrs. O. M. Edwards, M.P., W. D. Jones (Holyhead), and Charles Morgan (Cardiff). It was decided to hold the next meeting at Carnarvon.

The Annual Collegiate Meeting of the Court of the University of Wales was held at the University College, Bangor, on November 3. A letter was read from the Chancellor (H. R. H. the Prince of Wales) expressing his great pleasure at the steady progress of the University. The Registrar submitted a detailed report of the examinations for 1899. The number of candidates for matriculation this year amounted to 491, as compared with 430 last year. The candidates for the degree examinations amounted to 543, showing an increase of 121 on the previous year. A comparison of the expenditure for the year with the estimate submitted to the Treasury showed that it was £170 below the estimate, which had been fixed for £4,287.

The Senate recommended that Miss Beatrice Edgell, a student of Aberystwyth College, be elected to a Fellowship. Miss Edgell graduated B.A. of the University of Wales in 1898 with First Class Honours in Philosophy, and in June, 1899, was awarded the M.A. degree on a thesis entitled "The Logic of Lotze, and its Relation to Current Logical Doctrines in England," and was exempted under Section 8 of the M.A. regulations from examination in the subject of her thesis in consideration of the exceptional merit of her work. The subject Miss Edgell proposes for research is "The Limitations of Experiment as a method of Psychology."

The Vice-Chancellor (Dr. Isambard Owen) drew attention to the fact that for the first time this year a final oral examination in French had been held.

On the presentation of the matriculation regulations and syllabus for 1900, Mr. Trevor Owen, on behalf of the Association of Head Teachers of the County Schools, moved that the Senate be asked to consider the advisability of physics being placed on the same footing as chemistry and botany in the Matriculation Examination of the University. This was agreed to.

The Theological Board reported that it was unable to comply with a proposal to reconsider its former recommendation to the Court on the suggestion that the Court should consider theology as a subject in the Faculty of Arts or Letters.

During the day there was a graduation ceremony, which took place before a crowded audience. A marked feature of the proceeding was the excellent conduct of the students. A choir conducted by Dr. Roland Rogers sang the well known airs "I Blas Gogerddan" and "Codiad yr Eheddyd" to words by Ceiriog. The meeting ended with the singing of "Hen wlad fy nhadau" and "God save the Queen."

The annual meeting of the Court of Governors of Aberystwyth University College was held on October 16. Principal Roberts reported that the number of students had increased, and now amounted to 417. Lord Rendel had offered a sum of £250 per annum for the use of the county schools in the three counties of Cardigan, Merioneth, and Montgomery. Lord Rendel had also decided to devote a sum of money amounting to £750 per annum for the augmentation of the salaries of the staff of the College.

It is very satisfactory to hear that Principal Jones, of Cardiff, who has been seriously ill for the past six months, and unable to attend to his duties, is now recovering, though slowly. All the public educational bodies have expressed their sympathy with him.

SCOTLAND.

In three of the Universities new Rectors have been elected. In Glasgow Lord Rosebery obtained a majority over Lord Kelvin in all the four "nations"—the students of Glasgow, like those of Aberdeen, still voting in these medieval local divisions. In Edinburgh Lord Dufferin was elected over Mr. Asquith by 943 votes to 686. In Aberdeen Sir Edward Grey had consented to stand as a "Liberal" candidate against Lord Strathcona, but withdrew his consent just before the nomination; so that the veteran Canadian statesman was returned without opposition. In Edinburgh and Glasgow the elections were fought (in a more or less literal sense of the term "fighting") upon political lines, and some rather important political speeches were made by politicians from without in support of the rival candidates. Thus Sir Edward Grey and Mr. R. B. Haldane came down from the House of Commons to advocate the "Liberal Imperialism" of Lord Rosebery, and Lord Charles Beresford gave vigorous unacademic backing to the highly academic claims of the Conservative candidate. It would be absurd, however, to follow the party newspapers in drawing any political conclusions from the recent Rectorial elections. Lord Rosebery, who has already been the Rector of Aberdeen and Edinburgh Universities, is the most popular speaker with any Scotch audience; and the mere hope of getting a speech from him would be enough to affect the votes of many students to whom the scientific eminence of Lord Kelvin would not appeal; and at the present time the position taken up by Lord Rosebery and Sir Edward Grey would remove the scruples of many Conservatives. Most Scotch students would resent the name of "Little Englander." In Aberdeen it is understood that the Rector has recently been chosen with a view to the business of the University Court, as was certainly the case in St. Andrews, when Mr. James Stuart, M.P. for Hoxton, was elected unanimously a year ago, not because of his political views. It is probable that it would be better for the internal peace and prosperity of the Scottish Universities if the Rectorial elections were fought on political lines, or were made an opportunity of recognizing literary or scientific distinction, than that the students should be occupied with questions of University organization, on which they have less information, and are more apt to be injuriously misled, than on the big questions of empire or literature. The ideal Rector is still the man like Carlyle, or Mill, or Gladstone, who makes a great speech that will ring in the ears of his hearers for the rest of their lives, and who never comes near the University any more; and there can be no doubt the Commissioners were thinking of that type of Rector when they increased the powers of the University Courts and yet left the election of their nominal chairman in the hands of the matriculated students.

In the Civil Service examinations of this year the Scottish Universities have done a little better than they did last year. Edinburgh has six successful candidates, Glasgow three, Aberdeen two, and St. Andrews one; but two of the Edinburgh candidates and two of the Glasgow candidates had also studied at Oxford, and the St. Andrews candidate had been at Cambridge. Until the "humanist" studies—history, political science, &c.—are more adequately provided for in Scotland than at present, the number of successful Civil Service candidates will always be small in comparison with those who come up from Oxford.

Mr. W. J. Woodhouse, of Queen's College, Oxford, and Assistant-Lecturer on Classics at University College, Bangor, has been appointed Lecturer on Ancient History and Political Philosophy at St. Andrews.

ASSOCIATION OF TEACHERS IN THE SECONDARY SCHOOLS IN SCOTLAND.

[By a resolution of the Association, at the Annual Meeting on November 23, 1895, the "Journal of Education" was adopted as the medium of communication among members of the Association.]

A meeting of the Eastern Branch was held in Edinburgh on Friday, November 3, when the Secretary and Treasurer read their annual reports. They showed a flourishing state of things in this Branch, an increase of members, and a sound financial position. Miss Maclean, the Secretary, intimated her resignation of office, and the duties were undertaken by Miss Hunter, who is also Treasurer. Mr. T. Adams, George Watson's College, was elected President for the ensuing year in place of Mr. Hamilton Melrose, who was appointed to represent the Branch on the General Committee. The retiring President gave an address on secondary education, for which he received the hearty thanks of the meeting. The following is a summary:—

The near approach of "organization" of secondary education makes it necessary to define as clearly as possible, and as the first step in such organization, *what secondary education is*; what is its place among and relation to all the other departments of education—primary, technical, commercial, &c.—what, in fact, is its special function or the special product that it is fitted to yield. . . . There is, undoubtedly, some vagueness in the minds of the public on this point. In reviewing the book lately compiled "under the auspices of the Committee of the Incorporated Association of Headmasters," entitled "What is Secondary Education?—a Book for Public Men and Parents," a book issued with the express purpose of clearing up the haze over the subject, one journal states that any ordinary public man, "before he has got half-way through the compilation, will conclude that the problem is an insoluble one." There is certainly urgent need for some clear statement of the place of secondary education in any organized scheme of national education. It will be helpful to look first at the ideals of the other departments already organized and in process of organization by State or municipality. Examining in order primary, technical, commercial, and scientific education as organized in separate "departments," the speaker maintained that their ideal was fairly described as a utilitarian one in the equipping of the children, mainly of the lower middle and poorer classes, with certain arts and crafts—including reading, writing, and arithmetic—which are to be immediately useful to them in "bettering" themselves and securing a higher position and wage in the various employments on which they will enter on leaving school. Certainly there was scope for, and possibility of, accomplishing more than this, as all systematic training must bring increased general power and development of mental faculty. But, unquestionably, the motive of all these forms of education was one of immediate utility, and that in specialized forms. Now the ideal of secondary education was *not* this. It did not aim primarily at giving its pupils certain special mental accomplishments and manual dexterities for purposes of immediate utility in certain special forms of industry or commerce. Unfortunately, it might be urged that secondary schools, at any rate, were at present engaged in just this very work, equipping their pupils with certain special forms of knowledge—Latin, Greek, mathematics—for the purposes of the many examinations which confronted us nowadays in every direction, and this was as purely utilitarian an ideal as in the other department. But we were dealing not with the imperfections of the real, but the possibilities of the ideal, secondary education. What, then, was this ideal? It was often defined as the training to greater mental grasp, to fuller and better correlated knowledge. And this it certainly furnishes in a way no other form of education can do. It is becoming increasingly clear that on this ground alone a secondary education is the necessary preliminary of technical, commercial, and scientific education if these are to yield adequate results, and that, consequently, it is a mistake to allow these forms of education to supplant secondary education, or even to encroach upon the area of school life that should be devoted to it. This is strongly attested by such authorities as the Vice-President of the London Chamber of Commerce and, only last month, the Duke of Devonshire. But it may be argued that secondary education has no monopoly of the producing of greater mental grasp and better correlated knowledge. Almost all roads lead to Rome, and these supreme results *may* be largely attained by the thorough and systematic treatment of many of the subjects of other forms of education. To his mind true secondary education subserved deeper ends than these, and was alone capable of doing so. In his opening address to the class of Moral Philosophy in Edinburgh last month Prof. Seth said: "True knowledge is not merely an instrumental knowledge. It is not merely a means to an end beyond itself: it is also an integral part of the end of human life. To assign to it a merely instrumental and practical value is to contradict the very idea of knowledge." These words strike the key-note of true secondary education, the principle of which must be the desire for knowledge for its own sake and for the zest and pleasure of its pursuit. The supreme quality of *detachedness of mind* is what it seeks to produce—that intellectual independence of all temporary and personal aims, that ability to rise above the all-engrossing, all-devouring interests of the

immediate present and welcome knowledge that has no reference or relation to these or is even antagonistic to them—that consequent stability and elevation of mind and character which mark the truly educated man. This result no other form of school education can properly achieve. Primary education may help to sow the seeds, but it has no time to reap the harvest. Technical and commercial and scientific all work in too specialized, and therefore narrow and non-humanistic, grooves. In this light we may defend the apparently useless subjects generally recognized as the materials for secondary school teaching—Latin, Greek, mathematics, English literature, &c. "The gravest mistake we can make," says the Vice-President of the London Chamber of Commerce, "is to value studies merely by their apparent usefulness." The very "uselessness" of the usual secondary school subjects is a factor in producing the highest results of secondary education. They introduce the mind to other worlds of thought and action; they give the young mind the opportunity (often the only opportunity it will ever get in the hurry and pressure of industrial and commercial life) of realizing that the present is not all, that there has been a great past in human history, and that there may be a greater future. They constitute this a truly *liberal* (because *liberating*) education. Never was there more need for such education. Just as when cities become larger and larger there is ever greater need for open green spaces that may "bring into the city's hungry heart the freshness and the fragrance of the world"—so in education. As commercial rivalry becomes more intense, as industrial competition becomes keener, as the necessity for more thorough technical training is pressed home day after day, as the attractions of pure science multiply and become more and more absorbing, there is ever-increasing need for a "liberal" education in the area of school life—for an education that will withdraw the young mind altogether from the din and dust and grinding machinery of business or self-aggrandizement, and call it aside—for a time in its young life, at least—into a purer air, on to mountain tops with wider horizons, into the atmosphere of great thoughts and broad outlooks; into the company of those who have energized after wider things. For this is secondary education, oddly so called; surely the primary object of all education.

IRELAND.

Prof. Mahaffy, who has become Senior Fellow, will resign at the close of this term his Professorship of Ancient Literature in Trinity College, Dublin, a Chair which he has held for many years. He is also resigning the Precentorship of the College chapel choir. He is a skilled musician, and has done a great deal during the thirty years he has held this post to improve the choir. Mr. Gilbert J. Smyly, one of the younger Fellows, succeeds him as Precentor.

The new Students this year are—in Classics, Mr. F. A. Longworth (Scholarship), and, in Mathematics, Mr. G. H. Webb (Scholarship). Mr. Longworth was educated in Paris and in the High School, Dublin. He has won many prizes in classics, metaphysics, and modern literature. Mr. Webb is a past pupil of Rathmines School, a school which has turned out many men very successful in after life, and which has just been given up by Dr. Benson, the Headmaster, after forty years' service. Mr. Webb has won brilliant distinctions in mathematics and ethics and logic. The Studentships are worth £100 a year for five years.

The two prominent college debating societies held their opening nights during November. At the Historical, the present material condition of Ireland was the subject of the address by the Auditor, Mr. Longworth; and Mr. Horace Plunkett, the Vice-President of the new Department of Agriculture and Industries, and Father Finlay, F.R.U., who, with Mr. Plunkett, has done so much for co-operation and other great improvements in Irish agriculture, were the chief speakers.

The opening night of the Historical was unusually quiet, but the undergraduates took their revenge the following week at the opening night of the Philosophical—where most of the speaking was almost dumb show, from the shouting, singing, and interruption of noisy students. It is time that the authorities took some measures to stop this rowdiness, which often spoils opening nights, and is an insult to the speakers.

The Catholic University College, Stephen's Green, has, for the first time, consented to give instruction in the courses of the Royal University to women students. In the College all the Catholic Fellows of the University, fifteen in number, teach; but, hitherto, the authorities declined to admit women to their lectures. As the remaining Fellows only teach in the Queen's Colleges of Belfast, Cork, and Galway, and in Magee College, Londonderry, the Dublin women students were thus deprived of all teaching from the Fellows of their University. This was one of the reasons urged lately in the demand that some of the women Junior Fellows should be created permanent Fellows, appointed to teach in women's colleges. The demand was strongly opposed by the Catholic College on the grounds that, if granted, the college would be deprived of some of its fifteen Fellows, as the present women Junior Fellows happen to be Catholics. It is, perhaps, to do away with the reproach that, while they refuse to admit women students, they at the same time oppose the appointment of women Fellows who would teach them that the authorities have instituted these open lectures. They are

given in the Second Arts and B.A. courses in Logic and Metaphysics, Political Economy, History, and English, French, and German Literature. Classics, Mathematics, and Physical Science, so far, are not represented. A considerable number of ladies at once availed themselves of the teaching offered. The regular lectures to students are going on separately.

The Stephen's Green College is wholly unendowed, except for the salaries received by the Fellows, and it competes with much distinction in the examinations of the Royal University against the endowed Queen's Colleges.

It is possible that the Jesuits who direct the College are hoping to receive some endowment now that the scheme of a teaching Catholic University seems laid aside. Some years ago, when the bishops were actively urging the foundation of such a University, several articles appeared suggesting that to endow the Catholic College in Stephen's Green as a teaching college under the Royal University would meet the needs of Catholic students. This *via media* was at once denounced by Archbishop Walsh, and was not pressed further. The present time, however, may seem more favourable for such a claim. Undoubtedly, could the College show that it was willing to give teaching to all Dublin students of the Royal, including women students, the claim would be strengthened.

ALEXANDRA COLLEGE, DUBLIN.—The recently published results of the Degree Examination complete the Royal University lists for the year, in which Alexandra College, as usual, takes a very high place. In the Second University Examination in Arts the college was bracketed first with University College, Dublin, each institution having obtained five exhibitions, while the average number obtained by other Irish colleges was only two. It is almost unprecedented for a woman's college to carry off such a large proportion of exhibitions. The Henry Hutchinson Stewart Scholarship was awarded to Miss Norah Scott, as she obtained first place in Modern Literature in both the first and second University examinations. At the B.A. Degree Examination three students obtained Honours with their degree—Miss Ovenden gained first place and first Honours in Chemistry and Biology, and is the first woman who has won this distinction in the Royal University; Miss Howlin obtained second place in Modern Literature, and was awarded an exhibition; Miss Campion won second Honours in History, Political Economy, and Jurisprudence. Five students—Miss Adderley, Miss Boxwell, Miss Graham, Mrs. Hoare, and Miss Frazer—obtained the pass B.A. degree, and the M.A. degree was conferred to Miss L. Stephens.

VICTORIA COLLEGE, BELFAST.—On the Conferring Day, October 27, 1899, thirteen Victoria College students obtained B.A. degrees. In the Modern Literature, Honours Course: Agnes Stevenson and Mary Moorhead (with Second Class Honours), Katie Sheldon, A. Dorman, Sara Wylie, Eva Heather, Mary McClay. In Classics: Mina Logan (Honours Course), Marie Pringle, A. McMordie. In Mental and Moral Science: V. Bennett. In Civil and Constitutional History: Ella Erskine (with Second Class Honours), Mary Mackey. The following scholarships were awarded by the Scholarship Committee on the results of the recent University Examinations:—M. S. Hull £40, G. Spence £30, A. McLynd (Jane MacIlwaine Memorial Scholarship) £7. 14s. 8d., L. Black £7. 10s., E. Garrett £5, M. Kellaway £10, A. Shilliday £10, A. Bailey (I. S. M. Tod Memorial Scholarship) £15, H. Burgess £5, E. MacGiffin £10, M. B. Gordon £7. 10s.

SCHOOLS.

ABBOTS BROMLEY, ST. ANNE'S SCHOOL.—Miss Marcia Alice Rice has been appointed Headmistress of St. Anne's School, Abbots Bromley. Miss Rice has taken the full four years' course at St. Hugh's Hall, Oxford, and obtained a first class in English Literature and Language in the Final Honours School. She now holds the post of assistant-mistress and head of a boarding-house in the Godolphin School at Salisbury, under Miss Douglas.

APPLEBY SCHOOL, WESTMORLAND.—Mr. R. E. Leach, the Headmaster, has been elected Mayor of the borough.

BANGOR COUNTY SCHOOL FOR GIRLS.—In the examination of the Welsh Central Board the following girls gained Senior Certificates with exemption from Matriculation:—Doli Roberts, distinction in botany; Margaret Owen, distinction in botany; Enid Maude, distinction in Latin, French, and French conversation; Cridwen Jones, distinction in history, French, and French conversation; Winifred Wilkinson. Junior Certificates were gained by Katherine Jones, with distinction in literature, French, and Latin; Gwladys Williams; and Ethel Webster. All the girls entered for the Matriculation Examination of the Welsh University passed, Margaret Owen and Enid Maude in the first class. Miss Viccars, our senior music mistress, has been compelled by ill-health to resign her post. She has been succeeded by Miss Beckwith, who has been trained at Frankfurt. Miss Davison's place has been filled by Miss Bousfield, from the Sheffield High School. Mr. Charles Pierce, a most generous friend to the school, has given £100 for scholarships. The Governors were enabled by this gift to renew the scholarships of Sallie Ellis, Edith Haynes, and Katie Crowley. Scholarships were also given by Mr. Beit and Mr. Frankau, which were awarded to Minnie

Jones and Katie Crowley. Tate Scholarships were given to Doli Roberts, Katherine Jones, Gwladys Williams, and Nellie Evans. Dr. Gray, the Chairman of the Local Governing Body, has been chosen to fill Lord Kelvin's post in the Glasgow University. We have lost a most able chairman and devoted friend to the school.

BATH COLLEGE.—T. E. Bromley (head of the school till last July) has gained a classical demyship, Magdalen College, Oxford; T. G. New, a classical exhibition at Pembroke College, Cambridge. Rev. T. E. Bromley and Mr. A. L. Gaskin have left the staff; Mr. T. E. Sanderson, has been appointed chief master of modern side, in place of Mr. Gaskin. The first meeting of the new Council was held on November 9, followed in the evening by a reception given by the Headmaster and Mrs. Fausset.

BLACKBURN, STONYHURST COLLEGE.—The Latin Prose Prize has been gained by G. Gavan-Duffy. Louis Woodroffe has gained a Senior Classical Scholarship, Lincoln College, Oxford; and Leo Bodkin the Senior Scholarship, Metaphysics and Political Economy, Royal University, Ireland. Mr. G. Percy Bailey, M.A. Trinity College, Dublin, has been appointed science master; Mr. H. Pitman, M.A. Oriel College, Oxford, sixth form master of composition; and Mr. R. E. Thur, Bonn University, master of modern languages. A large new bathroom, continuous with the swimming bath, is nearly finished.

BRIGHTON GRAMMAR SCHOOL.—F. W. Caton and E. C. Webber have been awarded the Marshall and Chichester Scholarships respectively. Reg. Blaber has won a Queen's Prize for Practical Chemistry, Advanced Stage Science and Art Examinations. Mr. T. Read, B.A., B.Sc., has been appointed Headmaster, in succession to the late Mr. E. J. Marshall. Mr. T. Read is an Old Boy, and for ten years has been second master. The London Branch of the Old Boys' Association held its annual dinner at Holborn Restaurant on Saturday, November 18, when the Chairman, Mr. F. J. Baldwin, paid a tribute to the memory of the late Headmaster, Mr. E. J. Marshall. It is proposed to erect memorials in the school and at Barnham Church to perpetuate his name.

BRISTOL GRAMMAR SCHOOL.—The honours won during the school year 1898-99 include three open scholarships at Oxford and Cambridge, three First Classes in Mathematical Moderations, and an F.R.S. awarded to Prof. Lloyd-Tanner.

CAVENDISH GRAMMAR SCHOOL (SUFFOLK).—The Headmaster (Rev. G. Larder, M.A.) has been presented by the Marquis of Downshire to the living of Somerton, Bury St. Edmunds.

CENTRAL FOUNDATION SCHOOL, COWPER STREET, E.C.—College scholarships and other distinctions outside the school: H. Sacher and W. Pace gained Honours in the last Inter. Arts Examination, University of London; French and Buckey passed the Inter. B.Sc., University of London; Lane, Mitchell, Barrington, Cockington, and Martin have obtained free studentships at the City and Guilds Finsbury Technical Institute. Eckhardt, Seventh Wrangler, Wills, Tenth Wrangler, in this year's Tripos were offered posts in Indian Civil Service in the Straits Settlements after the last India Civil Service Examination. The former accepted, and has gone out. Kirsan has had his Senior County Council Scholarship renewed and increased by the London County Council; R. French, captain of the school, has just gained an open science exhibition of £50 at St. John's College, Cambridge. Mr. F. Collins, M.A. Caius College, Cambridge, and late assistant-master, Tonbridge School, has succeeded Dr. Wormell as Headmaster; Mr. H. Norris, M.A. and LL.M. Camb. and M.A. and B.Sc. of London, has succeeded Mr. Kahn, B.A., as sixth form master; Mr. R. Townsend, B.A., has succeeded Mr. Fendall as master of lower fourth form. The numbers in the school stand at 680, an increase of some twenty on last term. "The Pirates of Penzance" will be performed in the School Hall at Christmas. Important improvements in the buildings are shortly to be undertaken, including the building of an art school structurally connected with the workshops already existing.

CHARD SCHOOL.—The Rev. C. F. A. Wimberley, M.A., who has been appointed to a house-mastership and assistant-chaplaincy at Abingdon School, will be succeeded in the Headmastership in January next by the Rev. C. E. Lucette, B.A., at present Headmaster of Dr. Morgan's School, Bridgewater.

CHELTENHAM COLLEGE.—J. G. Black has gained an £80 classical scholarship at Caius College, Cambridge; S. H. Phillips an £80 mathematical scholarship at St. John's College, Cambridge; L. P. Walker a £60 mathematical scholarship at Emmanuel College, Cambridge; A. P. Boone a £60 mathematical scholarship at Jesus College, Cambridge.

CHELTENHAM LADIES' COLLEGE.—Passed the Final B.A. in Division I.: Winifred Atwood, Evelyn Wakeman; passed in Division II.: Annie Copley, Edith Ferguson, Helen Smith.

DOVER COLLEGE.—T. W. Sheppard has gained a mathematical scholarship (open) at St. Catharine's College, Cambridge; A. M. Pooley, a history scholarship (open) at Clare College, Cambridge; F. L. Pyman, the Gaskill (Science) Scholarship at Owens College; W. A. Burton, W. F. M. Bagshawe, and P. R. de Y. Harvey have passed direct for Woolwich (Burton was third in the list); R. L. McCulloch and F. G. Greenstreet have passed for Sandhurst. Mr.

E. T. Warner and H. G. Atkins have left the staff. Messrs. C. C. Macaulay, K. D. B. Strahan, N. W. Ross, B.A. Jesus College, Cambridge; and A. T. Warren, B.A., late scholar of Corpus Christi College, Oxford, have been appointed. Mr. Ross represented Clifton College at Aldershot, and has added fresh enthusiasm to the work in the gymnasium. Serjeant Martin, gymnastic instructor, has been called out to rejoin the 60th Rifles; his place is filled temporarily. The college began term a week later than usual owing to the visit of the British Association, whose headquarters were in the college, upwards of seventy distinguished men of science being entertained for the whole visit in the college boarding houses.

FRAMLINGHAM COLLEGE.—Two entrance scholarships of £12. 10s. and £10 respectively for two years will be offered for competition on Tuesday, December 12. Last term the Ransome Exhibition was won by B. F. Woods, who is now in residence at St. John's College, Cambridge; and the Goldsmith Scholarship was won by G. W. Stebbings. S. J. Murphy was amongst the successful candidates in the final examination for the Indian Civil Service. Mr. P. Elliston, B.A., and Mr. W. M. Biddell, B.A., both of St. Catharine's College, Cambridge, have joined the staff this term.

GOWERTON COUNTY SCHOOL.—Nine entrance scholarships were awarded on the results of an examination held in July last. F. W. Thomas (Gowerton) gained Colonel J. R. Wright's Scholarship; Mrs. M. B. Williams' Scholarship was awarded for a second year to Joshua Gelly; Mrs. Picton Turbervill's Scholarship to Jenny A. White. Joshua Gelly obtained the first of the two scholarships of £30 offered to all the county schools for mathematics and science by the Glamorgan Technical Committee; to this was added a studentship of £10. D. W. Jones obtained the number of marks necessary for a County Exhibition of £30. Mr. D. E. Williams, B.A. Magdalen College, Cambridge, has succeeded Mr. G. H. M. White as mathematical master.

HARROW.—Mr. R. Bosworth-Smith, who would naturally have retired under the superannuation rule at the end of this term, has been requested by the Headmaster to continue his mastership for another two years, whereat all Harrovians rejoice.

KENDAL GRAMMAR SCHOOL.—Examinations for three entrance scholarships of the value of £20 each will be held at convenient centres on December 30. All particulars from the Headmaster, Rev. G. H. Williams, M.A. Oxon. G. H. Tipper has won an open scholarship of £40 in natural science, Clare College, Cambridge.

LEAMINGTON COLLEGE.—The annual prize distribution was held on Saturday, November 18. The Headmaster, Rev. R. Arnold Edgell, in opening the proceedings, stated that the number of boys and standard of work had been satisfactorily maintained during the preceding twelve months. Three boys had obtained the Higher and seven boys the Lower Certificate of the Oxford and Cambridge Schools Examination Board, while two boys had passed direct from their Army class into Sandhurst. Among the successes won by old boys were a first and third class in Classical Greats and a second class in the Final Natural Science School at Oxford. The Preparatory School was in a very flourishing condition, and one of the boys had just been elected to a King's Scholarship at the Worcester Cathedral School. Many old boys were fighting in their respective regiments in South Africa. Mr. L. C. Strachan-Davidson, Fellow and Tutor of Balliol College, Oxford, an old Leamington college boy, then gave away the prizes and afterwards delivered an address in which he gave some most interesting details about the college in his day, nearly forty years ago. He then drew attention to the lists of the successful candidates for the Home and Indian Civil Services, as illustrating the superiority of classically trained boys. When a boy he had been almost induced by Mr. Walter Besant, who was then mathematical master at Leamington College, to devote himself to mathematics instead of to classics, but he was thankful now that his Headmaster, the late Dr. Burbidge, had intervened to prevent this. Mr. Strachan-Davidson then dwelt strongly on the importance of day boys joining fully and enthusiastically in every department of their school life, if they wished to gain all the advantages of a public-school education. After some Greek and French scenes had been represented by the boys, the visitors, who numbered some three hundred, proceeded to the gymnasium, where they were entertained at tea by Mrs. Arnold Edgell.

LEICESTER, WYGGESTON SCHOOL.—Mr. William Henwood, M.A. of Queens' College, Cambridge, who for the past five and a half years has held a mastership at the Wyggeston School, Leicester, has been elected Headmaster of Needham Market Grammar School, Suffolk. There were 108 candidates.

MACCLESFIELD, KING EDWARD'S MODERN SCHOOL.—F. Harrison, aged fifteen, carried off the highest "Britannic" Prize, value £5, offered at the late examination of the London Chamber of Commerce for excellence in German.

NEWPORT (MON.) INTERMEDIATE SCHOOL FOR GIRLS.—The annual prize distribution took place in the school hall on Wednesday,

November 15. Lord Tredegar presided, and there was a large attendance of parents and friends. An excellent address was given by Mrs. Henry Fawcett, LL.D., who spoke of the work that could be done at home by girls while the soldiers were fighting heroically in a distant land. The prizes were distributed by Lady Llangattock, who also gave a short and excellent address, in which she expressed her pleasure in hearing of the success of the school band. The Headmistress, Miss Vivian, reported that Blanche Evans passed the London Matriculation in June; nine girls took the examination for the Senior Central Board Certificate (Matriculation standard) in July, and seven passed, gaining ten distinctions in English, French, Latin, and Science; three girls took the examination for the Junior Certificate, and all passed; in the examination of the Royal Drawing Society, in Divisions I. to VI., 63 girls passed, 27 gaining Honours; botanical collections, made by Bessie Oakley and May Taylor, had been selected by the Cardiff Exhibition Committee to be sent to the Paris Exhibition; school scholarships had been awarded by the Governors to Susie Andrews-Jones, Lilian Garrett, Cecilia Jenkyns, and Hilda Parsons; on the result of a competitive examination held in the county, County of Monmouth Scholarships, tenable at University College, Cardiff, had been awarded to Blanche Evans and Evelyn Storrar. These scholarships give free tuition and also £40 per annum for three years. Miss A. R. Nuttall, Scholar of Newnham College, Modern Language Tripos, Class I., has joined the staff.

POLMONT.—The Directors of St. Margaret's School for Girls, Polmont, Stirlingshire, have unanimously appointed Miss H. Jex-Blake to the post of Headmistress, vacant by the death of Miss Daniel. Miss Jex-Blake is the fourth daughter of the Rev. Dr. Jex-Blake, Dean of Wells and late Headmaster of Rugby School.

QUEEN'S COLLEGE, HARLEY STREET.—The Rev. T. W. Sharpe, M.A., C.B., has been appointed Principal, in place of the Rev. Charles J. Robinson, deceased. The Pfeiffer Hall, built with the legacy by Mrs. Emily Pfeiffer, is now open. The college is now capable of containing one hundred and fifty students, in addition to the one hundred pupils in the school.

RAMSGATE, THE SOUTH-EASTERN COLLEGE.—Entrance scholarships have been gained by A. H. Downes-Shaw (South-Eastern College), £40; R. C. Shaw (Limpfield), £30; G. B. Trenchard (South-Eastern College), £25; H. J. Collister (E. W. Hobson, Esq., Southport). The Dean Payne-Smith Exhibition to the University, of the value of £50 a year, was awarded to H. F. G. Noyes. E. G. B. Kilroe has gained an open classical exhibition at Corpus Christi College, Oxford. E. W. Webster, Wadham College, Oxford, *proxime accessit* Taylorian Scholarship for German. B. C. Battye passed 13th into Woolwich, and C. S. Wright passed 26th into Sandhurst. Rev. T. C. Walton, B.A. Trinity College, Cambridge; J. Humphrey A. Payne, B.A., Trinity Hall, Cambridge; G. N. Bates, B.A., late scholar of Sidney Sussex College, have joined the staff this term. The date for the annual distribution of prizes is fixed for December 16. Lord Kinnaird will preside.

ROSSALL SCHOOL.—The prize for Grammar and Philology is awarded to R. P. Medley; that for Classical Literature to J. H. Brydon. The following have been elected to scholarships at Cambridge:—L. V. Harper, £60, Christ's; W. W. Morrice, £40, Clare; R. W. Bates, £40, Pembroke; W. H. Sell, £40, Jesus; R. P. Medley, £30 exhibition, Caius; J. H. Brydon, £30 exhibition, Pembroke. At Oxford J. H. A. Street has been elected to a Hulme exhibition at Brasenose. Mr. H. S. Gorst, late Exhibitioner, St. John's College, Oxford, has been appointed to an additional science mastership. Our new physical laboratory has been opened this term. The new museum, built by subscription among O.R.'s, is fast rising. On November 15 Mr. Max O'Rell gave a most delightful lecture to an enthusiastic audience.

SEDBERGH.—J. M. Bryant has passed direct for Woolwich; O. K. Wright has gained a scholarship at Christ's College, Cambridge; and T. S. Hele an exhibition at Emmanuel College, Cambridge. Mr. G. F. Exton, B.A. Jesus College, Cambridge, succeeds Mr. H. W. Fowler, M.A., on the staff.

SHREWSBURY HIGH SCHOOL FOR GIRLS.—The annual distribution of prizes and certificates took place on Monday afternoon, November 13, in the large hall of the school. Mr. Roundell, who presided, represented the Council, and Lady Broughton, formerly a pupil of the Kensington High School, kindly gave away the prizes. The Bishop of Shrewsbury, the Mayor, and other friends were also on the platform. Before the reading of the report, the pupils sang several part-songs. A song by the kindergarten children won hearty applause. Miss Gavin then read the report, which showed that the school had done a satisfactory year's work. The Company's Scholarship has been awarded to G. Llewellyn. E. Turner obtained the £50 scholarship offered by the Shropshire County Council, and D. Haydon, E. Hills, and G. Adams obtained £10 County Council scholarships, tenable at the school; while eleven other girls obtained qualifying marks for County Council scholarships. Five pupils received Higher Certificates.

(Continued on page 778.)

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SOUTH MANCHESTER SCHOOL.—Mr. T. R. Taunton, B.A., succeeds Mr. H. M. Chisholm as third form master.

STAMFORD SCHOOL.—The Marshall Exhibition, £50 per annum, has been awarded to W. P. Osborne who has also won a classical scholarship at Queens' College, Cambridge. B. R. Beechey, B.A., Exhibitioner of St. John's College, Cambridge, has been appointed to a mathematical mastership.

STOCKTON-ON-TEES GRAMMAR SCHOOL.—At a largely attended meeting of the governing body of this endowment—Mr. Joseph Cradock in the chair—it was moved by the chairman, seconded by Mr. Arthur Head, and unanimously resolved, that Mr. E. J. Vie, B.A., at present holding the appointment of Headmaster of the Boys' High School, and previously of the Bedford Grammar School, be appointed Headmaster of the school, to be carried on under the recent Blue Coat School Endowment. It is understood that the Boys' High School will be merged in the Grammar School, and that the change will take effect after the Christmas vacation.

SUTTON VALENCE SCHOOL.—At the last Army Examination, E. Rogers was sixteenth in the Woolwich list; G. C. C. Clarke and C. B. Gannon passed for Sandhurst. Mr. C. F. Hare, B.A. St. John's College, Cambridge, has accepted the post of science master at the College, Darjeeling, and leaves us at Christmas.

TAUNTON, KING'S COLLEGE.—On October 26 the foundation stone of the new chapel was laid by the Right. Hon. J. A. Talbot, M.P. The Bishop of Bristol preached at the commemoration service, and the ceremony was the occasion of a great gathering of the clergy of the West of England, including the Bishop of Bath and Wells, Bishop Mitchinson, Master of Pembroke College, Oxford, Rev. V. S. Stuchey Coles, and many others. Progress has also been made in the building of the new wing, necessitated by the rapid growth of the school.

THETFORD GIRLS' GRAMMAR SCHOOL (NORFOLK).—The Foundation Scholarship for girls over twelve has been gained by Hilda Bishop; that for girls under twelve by Muriel Harrison. A Senior Norfolk County Council Scholarship of £65 for three years was won by D. Millington, who is holding it at the Royal Holloway College. An Intermediate Norfolk County Council Scholarship of £30 for two years, held in the school, was won by M. Millington, who also gained First Class Honours in the Cambridge Junior Local Examination. The annual speech day was held on October 20, when prizes were distributed by the Lady Amherst of Hackney. The school, which has changed its Headmistress and entire staff in the past school year, was examined in July by the examiners of the Cambridge Syndicate, who gave an excellent and very encouraging report of the work.

UNIVERSITY COLLEGE SCHOOL.—In the Taylorian Scholarship (German) Exam., A. W. Tressler, B.A., gained Certificate with distinction. There is a practical engineering class on Saturday mornings in the college workshop, under Prof. T. Hudson Beare.

WAKEFIELD GRAMMAR SCHOOL.—At the recent election to Fellowships at Clare College, Cambridge, both the successful candidates were "Old Boys" of this school. Mr. H. M. Chadwick, M.A., was re-elected for his services in the study of Teutonic Philology; he was at the head of the Classical Tripos (Part II.) in 1893. Mr. F. W. B. Frankland, B.A., was the other recipient of a Fellowship, having been Third Wrangler in 1897, placed in the First Division of the First Class in Part II. in 1898, and honourably mentioned this year for the Smith's Prizes. Mr. C. H. H. Walker, M.A., has been appointed an examiner in the School of Natural Science at Oxford. E. S. Bartham has obtained the Cave Exhibition for Classics at Clare College, Cambridge.

WALLASEY GRAMMAR SCHOOL, LISCARD (CHESHIRE).—The Cheshire County Council entrance scholarship, tenable for three years, has been gained by Suthren; the Wallasey Urban District Council scholarships, tenable for three years, by Glass, Millar, and Grant. Cropper has been awarded a Cheshire County Council day exhibition of £50 per annum, tenable for three years at University College, Liverpool, and Macdonald a Wallasey Urban District Council's scholarship, £35 per annum for three years. John Macgregor was first in order of merit in Classics (Honours Course), Final Examination, B.A. degree, Victoria University Scholar. Mons. J. Bazu has been appointed senior French master; and Mr. F. F. Williams, form master of I. and II. Mr. Horace Fleming, an Old Wallasian, takes charge of the gymnasium.

The school house, built at a cost, with land, of about £2,700, will be finished and ready for boarders about May next; architects, Grayson & Ould, Liverpool. The physics laboratory, which has cost about £800, is finished and open; architect, Mr. Frederic Wright, Castle Street, Liverpool. The new football field, of about four acres, has been drained and is being levelled, but will not be ready for use till 1901.

WELLINGTON COLLEGE.—On November 5 a service was held in the chapel for the dedication of the new aisle added as a memorial to the late Archbishop Benson. The total cost of the building has been over £3,000, of which £2,500 was raised in the Jubilee year, the balance being made good by the Governors. The sermon was preached by the Master of the Charterhouse. The Duke of Connaught attended, and afterwards addressed the boys, and, at his particular request, boys who had relatives serving in South Africa, among whom were a nephew of the late General Symons and a son of General French were presented to him.

WORCESTER CATHEDRAL KING'S SCHOOL.—The annual election of King's scholars has resulted as follows: T. Stinton, King's School; L. H. Shuttleworth, Choir School; A. J. Dash and H. N. Eldershaw, B. Hartley and H. Raymond, all of the King's School; E. W. Overell, Leamington College Preparatory School; R. W. Corbett, King's School. Governor's Exhibitions: A. J. Dash and E. V. Overell. A. Tarver Marshall has been elected to a classical sizarship at Christ Church College, Cambridge, and J. D. Day to the Meeke Classical Scholarship at Hertford College, Oxford. On October 26 the Bishop of Worcester opened a block of new buildings in the presence of a large gathering of parents and friends, which included the Dean of Worcester, Canons Melville, Knox Little, and Cloughton, Sir George Young (representing the Charity Commissioners), the Mayor of Worcester, and others. At the prize distribution which preceded, the Headmaster gave a satisfactory account of the progress of the school, of which the increased accommodation is the outcome. The new buildings, which have been designed by Mr. A. H. Parker, of Worcester, have cost about £3,000, and include five class-rooms, a science laboratory (with benches for twenty boys), a day boys' changing-room, a reading-room, and masters' rooms. They provide accommodation for 120 boys, and stand opposite the College Hall on the south side of the Cathedral.

WORKSOP, ST. CUTHBERT'S COLLEGE.—Rev. F. Aidan Hibbert, M.A., late assistant master and secretary of Denstone College, has been appointed Headmaster, in place of the Rev. Percy U. Henn, who is taking up parochial work in Western Australia.

PRIZE COMPETITIONS.

The winner of the Translation Prize for October is Miss Sullivan, King Edward VI. Grammar School for Girls, Camp Hill, Birmingham.

The Translation Prize for November is awarded to "Nannerl." *Proxime accesserunt*: "Glenleigh," "Rosemary."

The following are the remaining winners in the Holiday Prize Competition, with the exception of fourteen still unclaimed:—Miss Mildred Watson, 5 Foyle Street, Sunderland; Miss Alice Worsley, Rodney Lodge, Clifton, Bristol; Miss Jackson, 29 Kenwood Park Road, Sheffield; Miss J. B. Bury, Ludwig Richter Strasse 25, Dresden Alt-Stadt, Germany; Miss H. Foster, Ladies' College, Linden House, Sewell's Road, Lincoln; Ewart Richardson, Esq., Brynteg, Middlesbrough; Miss E. M. Lowry, Stanwix House, Carlisle; Miss A. F. Lowry, Stanwix House, Carlisle; Mrs. Gibson, The Grange, Wetheral, Carlisle; G. Gidley Robinson, Esq., Hill Side, Godalming; Miss M. A. Vials, 16 Carleton Road, Tufnell Park, N.; W. H. D. Rouse, Esq., Rugby; Miss B. Shadwell, Trewollack, Bodmin; C. R. Haines, Esq., Meadhurst, Uppingham; Percy Simpson, Esq., 154 Grosvenor Terrace, Camberwell, S.E.; Miss Ethel G. Edwards, St. Lawrence, Sedlescombe Road, St. Leonards-on-Sea.

Ce que les biographes, critiques et conteurs ont retracé avec le plus de complaisance, des faits et gestes de la bohème, ce sont les détails pittoresques de son odyssée de misères, supportée avec une insouciance diogénique; ce sont les joyeuses équipées de ce joyeux cénacle de jeunes gens, réduits à souper avec des bons mots, à se chauffer avec une cigarette ou à la flamme éphémère dévorant leurs inutiles pages manuscrites, employant le meilleur de leur intelligence à duper leurs créanciers, à jouer des tours aux bourgeois et à faire des pieds de nez à la morale. Ce sont encore leurs insignes particularités et bizarreries

(Continued on page 780.)

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"Cette route si belle
Quand j'y fis mes premiers pas,
Maintenant je la vois telle,
Telle qu'elle existe, hélas !
Je la vois étroite et sombre,
Et déjà j'entends les cris
De mes compagnons dans l'ombre
Qui marchent les pieds meurtris !"

By "NANNERL."

Of all the various doings and exploits of Bohemia, biographers, critics, and story-tellers alike seem to have taken greatest delight in dwelling upon those picturesque details connected with an adventurous poverty borne with a philosophic disregard worthy of Diogenes. They depict the merry frolics of a boisterous set of young folk, reduced to nothing more substantial than smart witticisms for supper, and compelled to find warmth in a cigarette or at the short-lived flame which consumes their rejected manuscripts; devoting their highest intelligence to befooling their creditors, playing tricks upon respectable citizens, and making game of morality. Their singular peculiarities and extravagances in dress are also portrayed for us: extraordinary costumes, voluminous shirts, coats blackened with dabs of ink, linen whitened with billiard-chalk, wisps of cravats, strange and wonderful overcoats, hats that defy all description, and, lastly, the no less striking originality displayed in their eccentric domestic arrangements. What has been less brought out, because too painful a picture would have been presented, is the truth, plain, stern, and unadorned as the statements in an official report, of the extraordinarily prolonged fasts, the indescribable privations, the wretchedness exceeding all bounds of probability, which many of them have endured without succumbing to temptation, and without, unfortunately, abating one jot of their fruitless stubbornness. Those who have judged of such a life on the strength of a few sidesplitting escapades have altogether missed the profound sadness underlying it. Murger himself knew better, although his narratives, looked at from the humorous point of view, have misled many young fellows who were seeking their fortunes. Murger, a true son of Bohemia, spoke in other language when he breathed so mournful a lament :

"The path, how bright it lies
Where first we take the way !
With disillusioned eyes
I view that path to-day.
Familiar shadows loom
Who anguish cry 'Alas !'
As through the straitened gloom
With bruised feet they pass !"

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The besetting sin most noticeable in this month's translation was flatness. "The doings and sayings of the Bohemian," "with a Diogenic calmness," "to sup on wit," "to make a mockery of morality," "coats made black with penfuls of ink," "without relaxing in their vain stubbornness"—these samples, which might be multiplied indefinitely, will sufficiently explain what I mean by "flatness." To pass to positive errors. *Complaisance* is not "complaisance," but "liking," "zest"—"what biographers have liked to dwell upon." *Insignes particularités*, not "special characteristics," but "outrageous eccentricities." *Noircis de plumées d'encre*, not "bespattered with splashes of ink," but "made black by aid of ink," "whose rusty black is renovated by the inkpot." *Installations fantastiques*, not "strange initiatory rites," but "queer lodgings" or "domestic arrangements." *Ainsi que les déclarations* are not "as, for instance, the serving of a writ," but "as precise and formal as a legal indictment." *Désopilantes*, not "deobstruent" or "deopillative" (monstrosities of the dictionary), but "side-splitting," "laughter-provoking," "sarcical." *Vus sous l'aspect fantaisiste*, not "seen by Murger from the imaginative point of view," but "of which the romantic side alone has been appreciated by the reader." It remains to touch on the nicer points of difficulty. *Cénacle* has no exact English equivalent. It is the club of Dr. Johnson's day, an inner circle of friends bound together by common literary or artistic views and aims. Perhaps "coterie" comes nearest. *Faire des pieds de nez à la morale*, either "snap their fingers at" or the Shakespearean "bite their thumbs at morality." *Chemises à plusieurs volumes* is a far-fetched phrase, but it can hardly mean "voluminous shirts"; rather "shirts in parts like a periodical publication, or like a job lot of books." Again, *en corde* can hardly mean "threadbare," *qui montrent la corde*; it must be "wisp-like"; *tabac en corde* is "twist tobacco." The final quotation had better be rendered in verse:

"The road, how gay
It gleamed in life's heyday!
Alas! too late I see
The stern reality.
How strait, how drear, it lies!
In front I hear the cries
Of comrades gone before
Still tramping on footsore.

A Prize of Two Guineas is offered for the best translation of the following passage from Velleius Paterculus:—

Hic nobilissima Iuliorum genitus familia, et, quod inter omneis constat, antiquissima, ab Anchise ac Venere deducens genus, forma omnium civium excellentissimus, vigore animi acerrimus, munificentia effusissimus, animo super humanam et naturam et fidem evectus, magnitudine cogitationum, celeritate bellandi, patientia periculorum. Magno illi Alexandro, sed sobrio, neque iracundo, simillimus, qui denique semper et somno et cibo in vitam, non in voluptatem, uteretur; cum fuisset C. Mario sanguine coniunctissimus, atque idem Cinnae gener, cuius filiam ut repudiaret, nullo metu compelli potuit (cum M. Piso consularis Anniam, quae Cinnae uxor fuerat, in Sullae dimisisset gratiam), habuissetque fere XVIII annos eo tempore, quo Sulla rerum potitus est: magis ministris Sullae adiutoribusque partium, quam ipso, conquirentibus eum ad necem, mutata veste, dissimilemque fortunae suae indutus habitum, nocte urbe elapsus est. Idem postea admodum iuvenis cum a piratis captus esset, ita se per omne spatium, quo ab his retentus est, apud eos gessit, ut pariter his terrori venerationique esset, neque unquam aut nocte aut die (cur enim, quod vel maximum est, si narrari verbis speciosis non potest, omittatur?) aut exalcearetur aut discingeretur; in hoc scilicet, ne, si quando aliquid ex solito variaret, suspectus his, qui oculis tantummodo eum custodiebant, foret.

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FRENCH LADY wishes for an Engagement during the Christmas Holidays in a good family. Address—No. 3.952.*

B.A. LONDON (First Division) requires re-appointment as ASSISTANT-MISTRESS in High School. Mathematics, Latin, Greek, English.—Miss SCOTT, Beaufort House, The Spa, Gloucester.

INTER. ARTS LONDON requires Post as non-resident GOVERNESS. Neighbourhood of London preferred. Special subjects: Latin, Algebra, Literature, Geography. Good disciplinary. Successful examination results.—E. J., Springfield, Chard.

UNIVERSITY (London) Woman, experienced in High School and private teaching, with good testimonials, seeks a Post as GOVERNESS to Family going abroad. English subjects, Classics, Algebra, Music.—HAUGHTON, Springfield, Chard.

TRAINED KINDERGARTEN MISTRESS requires Re-engagement, non-resident, in or near London. Kindergarten, Preparatory, or Form I. Higher Froebel Certificate. 2½ years' experience. Mathematics, Drill, Science. Address—No. 3.953.*

SITUATIONS VACANT.

RESIDENT STUDENT - MISTRESS required in good Private School. Preparation for Musical or University Examination in return for help with juniors. Address—No. 3.945.*

AU PAIR.—A Comfortable Home in a Girls' School, near London, offered to a French Lady in return for two hours' daily tuition in French. For particulars, address—PRINCIPAL, Elm House, Enfield.

ROCHESTER GIRLS' GRAMMAR SCHOOL.—Wanted, in January, a MISTRESS for FORM II.B. Apply—HEADMISTRESS.

TO ASSISTANT-MISTRESSES.

JANUARY (1900) VACANCIES.

Messrs. GRIFFITHS, SMITH, POWELL & SMITH, Educational Agents (Estd. 1833). 34 Bedford Street, Strand, London, W.C., invite immediate applications from well-qualified Assistant-Mistresses for the following appointments:—

GRADUATE for Classics, Mathematics, English. Near London. £70 res.—No. 424.

SCIENCE MISTRESS, with Ablett's Drawing. £95 non-res. Public High School.—No. 425.

FOURTH FORM MISTRESS. Classics, Ablett's Drawing, &c. £90 non-res. London High School.—No. 422.

MATHEMATICAL MISTRESS. Public School. £65 to £75 res.—No. 353. Also, for same School, MISTRESS for first-rate French. Salary £65 to £70 res.—No. 354.

HEAD ENGLISH TEACHER. Seaside School. Mathematics, Latin, &c. Salary up to £80 res.—No. 464.

FRENCH MISTRESS. English or French Lady. London Day School. £90 non-res.—No. 357.

Form Subjects with Drawing (South Kensington). County School. £80 non-res.—No. 327.

Latin, History, English, and French. High School. Salary £80 non-res.—No. 430.

Latin, Mathematics, Botany. London School. Salary about £60 res.—No. 461.

English, Latin, and French to speak. London School. Salary up to £70 res.—No. 393.

Experienced MISTRESS for Master's House attached to Boys' Public School. Salary £60 res.—No. 547.

English, Science, Singing. Endowed School. About £80 non-res.—No. 485.

English, Latin. Superior London School. £55 res.—No. 328.

English, French, Mathematics. County School. £80 to £85 non-res.—No. 083.

PHYSICAL MISTRESS (Trained). £60 res.—No. 082.

English, French, German, Mathematics, Drawing. £60 res.—No. 238.

Latin, Mathematics, Science. Graduate preferred. Fair salary, res.—No. 214.

MUSIC MISTRESS. English or German Lady. About £60 res.—No. 515.

FOREIGN MISTRESS (French and German). London School. £50 res.—No. 086.

FRENCH MISTRESS. London School. £50 res.—No. 076.

Music, Singing, German (English or Foreign Lady). £50 res.—No. 384.

GERMAN MUSIC MISTRESS. London School. £50 res.—No. 279.

20 ENGLISH MISTRESSES for General Subjects. Salaries £50 res.

250 other resident and non-resident vacancies in Public and in Private Schools, for English and Foreign, Senior and Junior, Assistant-Mistresses.

80 Student-Governesses also required for superior Schools on mutual terms, namely:—Board, Residence, and Educational advantages in return for services.

N.B.—A complete List containing the particulars of Vacant Appointments in Public and in Private Schools, will be sent by **Messrs. GRIFFITHS, SMITH, POWELL & SMITH**, to English and Foreign, Senior and Junior, Assistant-Mistresses, and to Student-Governesses, on application.

GOVERNESS-STUDENT required to give assistance in elementary English and Music practice. Small premium, according to lessons required. Address—PRINCIPAL, Elm House, Enfield.

STUDENT-TEACHER wanted, in January, preferably one holding Senior Certificate, to be prepared for Higher Cambridge. Teaching free; small premium for board.—HEAD-MISTRESS, Girls' High School, Portland Road, Bishop's Stortford.

MERTHYR COUNTY INTERMEDIATE SCHOOL.—ASSISTANT-MISTRESS to teach English subjects wanted, in January. Drawing and Music recommendations. Salary £110.

Applications, with testimonials, should reach undersigned before December 14.

CHARLES OWEN, M.A., Headmaster.

CHIPPENHAM SECONDARY AND TECHNICAL SCHOOL.—Wanted, a MASTER for Senior Form Work. Preference will be given to Certificated Teacher, well qualified in Science. Salary £120, rising by annual increments of £5 to £140. Applications, stating age, experience, qualifications, and copies of recent testimonials, to be sent on or before Dec. 7, 1899, to F. H. PHILLIPS, Esq., Town Clerk, Chippenham.

ST. MARY'S HALL, KEMP

TOWN, BRIGHTON.—Required, in January, a Resident FORM MISTRESS. Subjects: Science, also some Arithmetic and Geography. B.Sc., with some experience, preferred. Churchwoman (moderate). Apply, sending copies of testimonials, to LADY PRINCIPAL.

HULL HIGH SCHOOL (Church

Schools Co.).—Wanted, in January, UPPER FOURTH FORM MISTRESS. Graduate and Churchwoman. Special work: Botany and general elementary Science. Anglo-Saxon desirable. Apply, stating full particulars, to the HEADMISTRESS.

ART MISTRESS wanted for

QUEEN'S COLLEGE, BARBADOS.—Ablett's full Certificate and S.K. essential. English subjects or good French or good Arithmetic. Salary £100 to £120, non-resident. Passage paid. Interview with Miss Cooper, Joint Agency for Women Teachers, 74 Gower Street, London, W.C., essential. Apply, in first instance, to Miss COOPER.

RUTHIN COUNTY SCHOOL

FOR GIRLS.—Wanted, in January, FORM MISTRESS to teach Science (Armstrong's Course and Botany) and Instrumental Music (Piano). Salary £90 per annum, out of which £35 shall be paid to the Headmistress for board and residence. Applications, with copies of recent testimonials, to be sent to the Clerk by December 16.

ED. ROBERTS, Solicitor, Ruthin, Clerk to the School Governors.

QUEEN ELIZABETH'S GRAM-

MAR SCHOOL FOR GIRLS, MANSFIELD.—CLASSICAL MISTRESS wanted for January. Apply—HEADMISTRESS.

WANTED, January next, for small

Home School (1) Resident ENGLISH MISTRESS. Special subjects: Mathematics, junior Piano, Ablett's Drawing. Salary £40. (2) FRENCH MISTRESS. Small salary.—PRINCIPAL, Hargreaves' Library, Scarborough.

BATTERSEA POLYTECHNIC,

S.W.—The Governing Body will require the services of a Lady from January next as ASSISTANT-SUPERINTENDENT OF THE WOMEN'S DEPARTMENT. Salary £130 to £150. For particulars, send stamped, addressed envelope to the SECRETARY.

GERMANY.—GOVERNESS-

PUPIL wanted, for the beginning of January, in a Boarding School for Young Ladies. Excellent opportunity to study German, Music. Terms to be paid £25, including Music. Highest references.—Apply to Miss Bussé, Pensionat Philippsburg, Braubach-on-Rhine, near Coblenz.

SWINDON AND NORTH WILTS

TECHNICAL SCHOOL.

Principal—H. BOTTOMLEY KNOWLES, M.A. Oxon.

The Committee invite applications for the appointment of ASSISTANT-MISTRESS for the Day Science School for Boys and Girls, to teach chiefly English, French, and History. Commencing salary £100 per annum. Forms of application, which must be returned not later than December 4, may be obtained from the SECRETARY, Technical School, Swindon.

JAS. S. PROTHEROE, Secretary.

November 22, 1899.

RESIDENT ENGLISH MIS-

TRESS required in high-class School. Churchwoman. Must be able to teach thoroughly good German and Drilling. Bicycling and interest in games desirable.—PRINCIPALS, Oaklands, Cloughton, Cheshire.

RESIDENT FRENCH MIS-

TRESS required. Parisian. Protestant. Must be able to teach Needlework and prepare for Local Examinations.—PRINCIPALS, Oaklands, Cloughton, Cheshire.

WANTED, for January, Resident

MUSIC MISTRESS. Piano lessons, Theory and Singing Classes. L.R.A.M. or equivalent diploma. Address—GIRLS' HIGH SCHOOL, Loughborough.

RESIDENT HEAD ENGLISH

MISTRESS required in Girls' Boarding School. Age over 30. Church of England. Good disciplinarian and organizer. Experienced in preparing for Exams. B.A. preferred. Address—PRINCIPAL, Blandford House School, Braintree, Essex.

COUNTY SCHOOL, ST. DAVIDS

(P.E.M.).—Wanted, for next Term, a Trained MISTRESS to teach usual Form Subjects. Preference given to one that can earn S.K. grant in Drawing and take Botany, Domestic Economy, Singing, and Drill. Salary £80. Applications and testimonials to be sent to the HEADMASTER.

COUNTY SCHOOL, PWLLHELI.

—WANTED an ASSISTANT-MASTER to take Lower Form. Welsh and Shorthand. Must be a trained Certificated Teacher. Salary £105. Apply—HEADMASTER.

REQUIRED, SCHOOL GOVER-

NESSES, English and Foreign, for very good Schools. Salaries, resident, £30 to £80. Lists post free. At home Wednesdays only, appointment.—THE LADIES' AGENT, removed from York to York House, 142 Kensington Park Road, London, W.

KINDERGARTEN MISTRESS

required after Christmas. Must be able to train Student and to take Drill. £70-75 non-res. Apply—THE HEADMISTRESS, High School (Church Schools Company), Dewsbury.

REQUIRED, in January, a girl who

has passed Oxford or Cambridge Junior Local, as GOVERNESS-PUPIL. Preparation for Senior Oxford. Premium, 25 guineas per annum.—PRINCIPALS, Townley House, Ramsgate.

THE Trustees of St. Mary's Hall,

a Boarding School for one hundred Daughters of Clergymen, give notice of a Vacancy after Christmas for a Resident HEAD MUSIC MISTRESS, to superintend and teach Pianoforte, Harmony, &c. Experienced, with musical Degree. Churchwoman (moderate). Also two or three Junior ASSISTANT MUSIC MISTRESSES, of whom one must be able to take Voice Production and Singing (solo and choral). Salaries according to acquirements. Further particulars from the LADY PRINCIPAL, St. Mary's Hall, Kemp Town, Brighton.

MERTHYR TYDFIL SCHOOL

BOARD.—WANTED, at once, for Advanced Elementary Girls' School (average about 200 in Standards VI., VII., and ex-VII.), a HEADMISTRESS, who must be a Graduate of the United Kingdom, or have passed examinations that would have entitled a man to proceed to Graduation, and also hold a Certificate of Proficiency in the Theory and Practice of Teaching recognized by the Education Department.

Salary £150 per annum fixed, together with one-fourth of the Grant received, which averaged for the past three years £38. 13s. per year. For the past three years an average of £35 per annum was also earned by Evening Science and Art Classes.

Applications, giving particulars and experience, and when at liberty in the event of engagement, to be sent, on or before the 7th of December, to

E. STEPHENS, Clerk of the Board.

VICTORIA INSTITUTE, WOR-

CESTER.—The Education Committee will shortly proceed to the Appointment of an ASSISTANT-MISTRESS for the Secondary Day School in connexion with Victoria Institute. Special subjects: English and Mathematics. Preference may be given to a lady able also to teach Needlework; but this subject is not essential. Remuneration £80 a year, rising to £100 a year. Applications (accompanied by three recent testimonials) should be sent in, on or before Monday, December 11th, to the undersigned, from whom further particulars may be obtained.

T. DUCKWORTH, Secretary and Registrar.

REQUIRED, in Girls' High School,

two mornings weekly, LADY, to give English Lessons to classes preparing for Matriculation and the Cambridge Locals. Address—HEADMISTRESS, Wynaud House, Bowes Park, N.

WANTED, in January, a Resident

Trained GYMNASIAC MISTRESS, who must be able to take part of Music Teaching. Apply—HEADMISTRESS, Queen Anne's School, Caversham, Oxon.

CHURCH HIGH SCHOOL,

WIGAN.—Wanted, for January, MISTRESS for JUNIOR FORM. Special subjects: Good French and Arithmetic. Some experience essential. Initial salary £75-£80. Apply—HEADMISTRESS.

RESIDENT GOVERNESS wanted,

by middle of January. Churchwoman. Experienced. To take entire charge of children. Ages 8 to 3. Capable of thoroughly teaching usual elementary subjects. French and Music. Nurserymaid kept. Salary liberal, according to qualifications. Apply, giving age, experience, and references, to HENRY WALES, 18 Cathedral Road, Cardiff.

RESIDENT SWEDISH DRILL,

GAMES, and ASSISTANT SUPERVISION MISTRESS is required, in January, for a Ladies' School in Eastbourne. A lady able to undertake a little teaching for the juniors, and help with the Music practice would be preferred. Address, with full details—Miss WILSON, Boston House, Meads, Eastbourne.

SCHOLASTIC. — JANUARY (1900) VACANCIES.— Graduates and other English and Foreign Assistant-Masters who are seeking appointments in Public or in Private Schools, should apply (*as soon as possible*) to **MESSRS. GRIFFITHS, SMITH, POWELL & SMITH**, Tutorial Agents (Established 1833), 34 Bedford Street, Strand, London, W.C. Notice of vacant appointments will be forwarded to all candidates on application.

REQUIRED, after Christmas, RESIDENT MISTRESS in Girls' Boarding School, near London. Salary £60, offered to experienced, Certificated Teacher. Essentials: Lady by birth, Church of England, strong, athletic. Subjects: English, Science, conversational French or German, junior Music. Address—No. 3,948.*

THE PRINCIPAL of a high-class Ladies' School requires, in January, a HEAD-MISTRESS who would take the position of Vice-Principal with a view to Partnership. She should have a Degree, and be between 25 and 35 years of age. Languages or Music should be a speciality. Address—No. 3,860.*

A GOOD School in the North of England has a vacancy for a GOVERNESS-STUDENT after Christmas. Must be Musical and have studied the Violin. Small premium. Address—No. 3,885.*

WANTED, in January, Resident ART MISTRESS (Ablett), able to assist with Junior Form. Vacancy for STUDENT TEACHER. Preparation for Higher Local, or Lessons in Art, Music, and Languages. Premium. Address—No. 3,926.*

STUDENT TEACHER required. Fees, 7 guineas a term, in return for board and lessons in English, Music, French, and German. Address—No. 3,929.*

WANTED, GYMNASIUM MISTRESS, able to take charge of Junior Form, Gymnastics, Calisthenics, Musical Drill, Needlework, and English subjects for Juniors. Churchwoman. Address—No. 3,931.*

BOARDING HOUSE.—Wanted, a Lady with good connexion and some capital, to start Boarding House for Girls in connexion with High School in health resort, South of London. Address—No. 3,920.*

REQUIRED, in January, FRENCH LADY (good accent essential) to teach her own language and good junior Music in small high-class School. Address—No. 3,913.*

REQUIRED, for January, in a Ladies' College near London, a resident ENGLISH MISTRESS for Upper IV. Form. Must be Certificated, experienced, and a good disciplinarian. Address—No. 3,912.*

FOURTH FORM MISTRESS required in good Private High School in London suburb. Usual Class subjects; also Languages and Class Singing. Address—No. 3,933.*

ST. STEPHEN'S HIGH SCHOOL, CLEWER, WINDSOR.—Required, in January, Resident FIRST FORM MISTRESS. Churchwoman. Experienced. Also a KINDERGARTEN STUDENT-TEACHER. Address—SECRETARY.

WANTED, a Resident ENGLISH MISTRESS for private School. History Tripos preferred. Apply—H., Tremarth, Thurlow Road, Hampstead.

RESIDENT Protestant FRENCH MISTRESS wanted, in January, for School in S. Devon. French Lady or English long resident abroad. Music, Needlework, Local Examinations. Address—No. 3,941.*

WANTED, after Christmas, a Trained TEACHER, with some experience of children up to fourteen, in Home and School. Subjects: English, French (conversation and grammar), Latin, Euclid, Arithmetic, and Class Singing. Address—R., 12 Hollin Lane, Far Headingley, Leeds.

LEEDS BOYS' MODERN SCHOOL.—MASTER wanted for a Junior Form. Salary £100. The School contains 400 boys, and is a School of Science. Last day for applications December 6. Particulars from the HEADMASTER.

WANTED, in January, in large Boarding School for Girls near London, Resident ENGLISH MISTRESS. Certificated. Church of England. Subjects: Good History and English Language, Needlework. Games if possible. Fourth Form. Address—No. 3,942.*

MUSIC MISTRESS (German Conservatorium) wanted, in January. Must be able to prepare for I.S.M. Examinations. Good French and German essential. Send photo, testimonials, and state salary, to Miss RAYNOLDS, Corstorphine, Radwell, Weymouth.

KINDERGARTEN.—STUDENT-TEACHER required in January. Preparation for National Froebel Union Examinations.—Miss G. PAGE, Tower Road, Boston, Lincs.

RESIDENT MISTRESS required, next term, in high-class School. Special subjects: Geography, Arithmetic, Needlework. Trained teacher preferred. Also MUSICAL STUDENT-TEACHER. Small premium. Board and preparation for examinations. Address—No. 3,938.*

REQUIRED, January, 1900, in Ladies' School near Liverpool. (i.) Experienced HEAD ENGLISH TEACHER. Thorough English and Arithmetic, Latin, Mathematics. Preparation for Examinations. (ii.) Trained ASSISTANT-MISTRESS for Forms II. and III., and some higher work. Ordinary Form subjects: Botany, Drawing (Ablett's), Games, Needlework. Apply, stating full particulars—No. 3,935.*

SWEDISH DRILL, Swimming, and Games.—MISTRESS required in January. Good gymnasium and playing field. Also vacancy for STUDENT-MISTRESS. Preparation for Matriculation or Froebel Certificate.—Miss RAYNOLDS, Stramogate School, Kendal.

WANTED, in January, in Girls' High School in West of England, an experienced FORM MISTRESS (Form III.). Subjects: English and French, Science, Mathematics, and Painting desirable. Good disciplinarian. Churchwoman. Also STUDENT-TEACHER, small premium in return for coaching for public examination. Address—No. 3,908.*

TO GOVERNESSES.—Home offered to English and Foreign Governesses for the Holidays. Large comfortable house, in beautiful grounds. Every home comfort. Terms from 14s. to 18s. weekly. Address PRINCIPAL, High School, St. George's Road, St. Margaret's-on-Thames.

ENGLISH MISTRESS, resident, required in Ladies' School after Christmas. Churchwoman, experienced. Essentials: History and Literature, French or German Conversation, Games and Bicycling. Also JUNIOR MUSIC MISTRESS. Resident. Piano and Violin or Cello. Certificated. Not under 20 years. Give full particulars. Address—No. 3,928.*

WANTED, a Young FRENCH LADY about 18. She will receive a thorough training in Class-teaching, and a salary after the first year. Apply—Miss EVANS, St. Helena's College, Harpenden, Herts.

RESIDENT ENGLISH MISTRESS wanted in a Ladies' School in the N.W. of London. Elementary English, good grounding. Good discipline essential. Gentlewoman. State salary required.—B., c/o Miss Louisa Brough, 25 Craven Street, Charing Cross.

REQUIRED, in high-class Private School, a Resident Protestant FRENCH MISTRESS. Experienced, Diplômée, and acquainted with Gouin's method. Will be required to assist in Drill, Games, and Cycling. Address—PRINCIPAL, Romanoff, Surbiton, S.W.

SENIOR Resident ENGLISH MISTRESS required in Ladies' School, January next. Good organizer and accustomed to examination work. Churchwoman. Salary £50. Full particulars, with photo—PRINCIPAL, Farington College, New Brighton.

MUTUAL TERMS.—Vacancy for GOVERNESS-STUDENT in Ladies' School. Successful preparation for L.R.A.M. Examination in return for services. Must have passed Senior Associated Board or equivalent.—PRINCIPAL, Derwent House, New Brighton.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—Teachers with University qualifications (degree or equivalent), requiring posts in Public or Private Schools, are invited to apply to the Hon. Sec. No commission is charged when work is obtained through the Registry, but continued membership is expected. Subscription 5s. per annum. For full particulars apply to the Hon. Sec., 48 Mall Chambers, Kensington, W.

REQUIRED, a SECOND MISTRESS for a Public School in Cape Town, to sail on December 31. Must have a degree and good experience or training. Age 25 to 30. Essential subjects: Classics and English. Very good salary. Apply by letter, giving full particulars, to the Hon. Sec., Association of University Women Teachers, 48 Mall Chambers, Kensington, W.

CAMBRIDGE TRAINING COLLEGE FOR WOMEN.—The Council are about to appoint a LECTURER at a stipend of £90 a year with residence. Special knowledge of Modern Languages and experience in teaching them according to modern methods are required. Preference will be given to a candidate having a Degree or an equivalent certificate. It is desirable, but not essential, that the Lecturer should enter on her duties at Easter. Applications must be sent by January 15, 1900, to the PRINCIPAL, from whom further particulars can be obtained.

REQUIRED, JUNIOR MISTRESS, in good School. Botany, Swedish Drill, and Drawing required. Vacancy also for MUSICAL STUDENT.—Miss Sims, Westbourne, Sheffield.

WANTED, in January, JUNIOR RESIDENT ASSISTANT TEACHER to help with English subjects, specially History, Geography, and English Grammar. Apply, stating age and salary required, to No. 3,951.*

WANTED, in January, ASSISTANT-MISTRESS for Endowed School in West of England. Essential subjects: Botany, Drawing (Ablett's), and some Needlework if possible. Salary £80 non-resident. Apply, stating age, qualifications, and experience, to No. 3,950.*

REQUIRED, after Christmas, for a School, an English Lady, educated in Paris, to teach French. Resident. Church of England. Personal references. Address—Miss TIZARD, 82 Carlton Hill, N.W.

REQUIRED in January, for good Private School in North of Scotland, Certificated ASSISTANT MISTRESS to teach English Literature, History, &c. Some school experience necessary. Good salary. Address—No. 3,949.*

REQUIRED in January, in large and long established Residential School near London, a Lady (30-40), thoroughly experienced in School Management, to assist the Principal, in the carrying out of the educational arrangements and in the general working of the School. It is hoped to secure the co-operation of a lady of earnest Christian principles and one who is energetic and practical. She must possess a good degree or equivalent certificates. Proficiency in modern languages an essential; some Classical and Mathematical knowledge desirable. Liberal salary. Apply by letter, stating fully age, former experience, and salary proposed, to U 580, at Shelley's, 38 Gracechurch Street, E.C.

RESIDENT MISTRESS wanted, after Christmas, in Ladies' School near London. English subjects and Arithmetic, Swedish Drill desirable. Salary £40. Write—V. G., c/o Willing's Advertisement Offices, 162 Piccadilly.

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The Royal Commission on Secondary Education looked for a solution of the problem to a correlation of the certificates granted by the University Board and any other recognized examining bodies, rather than to the establishment of one definite and uniform Leaving Certificate for all kinds of schools. There can be little doubt, however, that Sir Joshua Fitch's motion at the Congress of the Teachers' Guild gives expression to a desire which is shared by many teachers, for the institution of a State Leaving Certificate granted in such a manner and on such a standard as shall inspire public confidence. At the present time, when this is becoming one of the questions of the moment, it may be of interest to survey Scotland's ten years' experience of Leaving Certificate Examinations. The nature and results of these examinations and the criticisms which they have evoked may teach something of what should be aimed at and what avoided.

The examinations were instituted in 1888 and were confined to secondary schools until 1892, when for the first time the secondary departments of State-aided schools were allowed to participate. The examination is held annually by the Scotch Education Department about the middle of June. All the expense is borne by the Department, even to the providing of the necessary stationery, and they also appoint the person who is to supervise the examination in each school. The candidates must be pupils of the school in connexion with which they are examined, and must have been in regular attendance from the January preceding. The examination is entirely in writing. Certificates are issued of three grades—Lower, Higher, and Honours. Each subject is regarded as separate and distinct, and candidates may be presented in any subject and in any grade of it. There is no restriction as to age, either maximum or minimum; but the Department deprecates the sending in of candidates under thirteen years of age, in any subject. The result in a paper taken in a previous year does not affect the examination. Papers are set in English (including modern history and geography), Latin, Greek, French, German, mathematics, and bookkeeping with commercial arithmetic. If examination in any other modern language is required, special application must be made to the Department. In bookkeeping only one grade of certificate is issued. Arithmetic is included in the mathematical examination, but may be taken as a separate subject by those who do not offer mathematics. In languages, if a candidate fails to satisfy the examiners in the grade for which he has entered and yet comes nearly up to pass mark, he may be awarded a certificate in the next lower grade; but this is done sparingly. Two papers are set in Honours: the first consisting of the Higher Grade paper for the year, the second being an additional paper on a higher level. The managers of each school have entire freedom in the selection of candidates; but the Department suggests that as a rule the highest class, or the highest class and that next to it, should be presented if the examination is to form a satisfactory supplement to the annual inspection of higher-class schools. To present only selected pupils would obviously give misleading results.

The requirements in the various subjects may be summarized as follows:—English is looked upon by My Lords as of great importance. The essential requirement is power to write a clear and grammatical composition, and much importance is attached to an exercise in paraphrasing (*pace* Prof. Laurie). In the Lower Grade a test in dictation is also given. To these are added some knowledge of grammatical principles and rules, and an acquaintance with the period and authorship of the masterpieces of our literature; but the acquiring of multiplicity of detail is discouraged, and no works are prescribed. Any indication of independent reading or judgment is to receive full weight. A knowledge of geography and history is expected, but no special portion is prescribed, the number of questions set giving sufficient option. In mathematics the requirements are as follows: For Lower Grade, elementary arithmetic, algebra to quadratic equations, and Euclid, Books I.–III., with deductions; for Higher Grade, arithmetic (the whole subject), algebra to progressions, Euclid, Books I.–IV., VI., XI., with deductions, trigonometry to the solution of triangles and the use of logarithms; for Honours, more advanced algebra, Euclid, and certain specified sections of modern geometry, trigonometry as far as De Moivre's theorem, and at least one of the following additional subjects:—Geometrical conics, analytical geometry, higher dynamics. One of the additional subjects may be offered in the Higher Grade, and success will be recorded on the Mathematical Certificate. In modern languages power to translate "at sight" from the foreign language into English and *vice versa*, sound grammatical training, and some knowledge of literature are expected. With regard to the last-mentioned branch, a circular issued by the Department states that "the experience of recent years has shown that there is a strong tendency in some cases to prepare candidates to answer some of the literary questions by a course of instruction which can bring no educational benefit, and the superficiality of which is easily detected in the examination." The requirements in Latin may be considered more in detail. In the Lower Grade, two passages previously unseen are set for translation into English—one prose, such as a passage from Livy; the other verse, such as a passage from Ovid. A passage of English prose is set for translation into Latin. There are also questions in grammar, and usually one question on Roman history, antiquities, or prosody. In the Higher Grade the exercises in translation (*e.g.*, Cicero and Virgil) and prose composition, and the questions in grammar, are of greater difficulty, and one question is set in antiquities, usually as an alternative to one in history, literature, or prosody. The special Honours paper is of much greater difficulty; besides translation and prose composition, opportunity is given in more difficult detached verse passages for showing grammatical scholarship and width of reading; a Latin essay is an alternative to verse composition, and a question in history or antiquities to one in literature. The papers in Greek are somewhat similar, but of less difficulty in the earlier stages, sentences for translation into Greek taking the place of continuous English prose, and history and antiquities being omitted. No special works are prescribed in either language. The object of the examination is to secure sound grammatical knowledge, with the power to translate previously unseen passages into idiomatic English, and to turn English into the other language.

The arrangement made for the drawing up and examining of the papers is thus described by Sir Henry Craik, the Secretary to the Scotch Education Department, who acts as Director of the examinations:—"The general supervision, the settlement of the standard of marking, the revision of the work of the examiners, and the decision in regard to doubtful cases, is carried on, for each subject, by one principal examiner, who, acting in conference with myself, is also responsible for drawing up the papers. For this work we have for the most part had the assistance, in each subject, of a professor in a Scottish University. I subsequently receive a report from each person who has taken part in the revision; and from these reports, and my own observation of the papers, many of which come before me personally, I am able to form a fairly accurate estimate of the general standard of work in the schools." One point here that may be of interest to those teachers who are discussing the question of Government *versus* University inspection of schools in England is the happy thought of getting the Universities to join hands with the State in carrying out these examinations.

That the examinations, along with the annual inspections, have had a powerful influence on secondary education in Scotland cannot be doubted. Of the public estimate of their value some indication is given by the rapid spread of the examinations. As has been said, they were instituted by the Department in 1888 "after careful consultation with the Universities and with the authorities of secondary or higher-class schools." In that year 29 higher-class schools, presenting over 900 pupils, availed themselves of the examination; in 1898, 76 schools, presenting over 5,000 pupils. But meanwhile a notable development of the examination had been brought about by the extension of its privileges to the secondary departments of State-aided schools. When this was first done in 1892, 63 schools of that class participated, sending in about 1,700 candidates; in 1898 this number had risen to 322 schools, with over 11,000 candidates. The total number of papers taken last year by candidates from all classes of schools was over 51,000.

The results of the examination have supplied some interesting general facts. The examiners have, in their reports, called attention to the fact that the quality of the papers sent in varies by schools rather than by individuals, so far, at least, as the Lower and Higher Grades are concerned. As the Honours Examination is on a high standard, the certificates of that grade are granted only to candidates who show considerable ability. Here, in consequence, the differences between individual pupils count for much. State-aided schools, as a class, are distinguished by their results from the higher-class schools. Not only do they show a lower percentage of passes in the different subjects, but those who pass have a smaller margin to spare over pass mark than in the case of candidates from the other class of schools. But the reports note that there are marked exceptions to this, admirable work being sent up from some of the State-aided schools. The standard of marking may be inferred from the percentages of passes in the various subjects, which last year were as follows:—English, 52 per cent.; Latin, 65; Greek, 60; French, 55; German, 77; and Mathematics (exclusive of passes in Arithmetic), 46. These numbers seem to show considerable variation by subjects, but it is to be remembered that certain subjects have many more presentations than others; for example, in English there were over 10,000 presentations, in Greek a little over 800. We may conclude that in a subject such as English a larger proportion of insufficiently prepared candidates are sent in than in one like Greek. Again, in comparing French with German, it is probably as a rule the better pupils on the modern side who take up a second modern language; hence a possible reason for the higher percentage in German. The best test of the school work, as far as examination can give it, is to be found in the results of the examination for the Higher Certificate. As the last report says, a school "ought not to be content with the Lower Certificate; but, on the other hand, the Honours Certificate implies not only thorough teaching, but individual ability beyond the average." The results, as regards the proportion of passes to presentations in the different grades, may be best seen by taking the figures in one subject—for example, Latin. In this subject there were last year in the Lower Grade 1,546 presented and 875 passed; Higher, 672 presented, 428 passed, and, of the remainder, 113 were awarded the Lower Certificate; Honours, 131 presented, 30 passed, and, of the remainder, 88 were awarded the Higher Certificate. These thirty Honours Certificates were very widely distributed over the country, ranging from the best of the Edinburgh and Glasgow higher-class schools to small secondary departments in the State-aided schools of the remote Orcades and Hebrides.

It is the expressed opinion of the examiners that during the ten years the examinations have been carried on the standard of attainment has been greatly raised, and teachers, in offering criticism from time to time on various features of the examination, have never intended to deny the great good which has been done to secondary education all over the country. In an examination of this kind, conducted over a wide area, and dealing with a great variety of schools, there must, in the nature of the case, be features that are adversely criticized by some section of its *clientèle*. Some objection has been made to the grading of the certificates. If the Higher Certificate marks a reasonable attainment at the end of school life, then, to call the Lower a "Leaving" Certificate, is to misname it. If retained at all, it is urged by some it should be regarded rather as a step

on the way to the Higher than as constituting a distinct certificate. With regard to Honours, the setting of a separate paper has been objected to, and a certain amount of weight seems to have been given to the objection by those in authority, for the first of the two Honours papers is now identical with the Higher. But some teachers desire to see this carried further, and Honours given on a few additional questions on the Higher paper. It would then constitute a pass with distinction and be within the reach of any fairly good pupil, instead of being, as at present, a distinct grade involving more than average ability and some special training. While it is doubtful whether an ordinary school should attempt the work for the Honours Examination, which belongs more properly to the sphere of the Universities, it may be urged in favour of such a certificate that many schools have advanced pupils who remain after the Higher Grade has been passed, and to whose reading this examination gives point; and there are also the pupils to be provided for who remain late at school and do not intend to enter the Universities. Though much is to be said on the other side, the Certificate has certainly proved in the past a valuable incentive to many.

The nature of the questions set in certain of the subjects has borne some adverse criticism from teachers. This has been markedly the case, for example, in French. There has been need sometimes for this criticism, but, if the papers of a year are taken as a whole, most fair critics will admit that, setting aside an occasional "eccentricity of genius," they form a reasonable and satisfactory test of the work done during a course in a secondary school. In some cases there has not been sufficient distinction between the papers in the Lower and in the Higher Grade; occasionally what might be regarded as Higher Grade questions seem to have strayed into the Lower paper without sufficient reason. It has been suggested in some quarters that the papers in French and English are too long, and that, in the case of French and German, philology should be reserved for the Honours paper. Some teachers want a definite period of literature prescribed; some even are still so little emancipated that they want set books. One of the most commendable features of the examination has been its breadth and freedom from prescription, and it is to be hoped that in this matter My Lords will continue to have the courage of their convictions. It is true that in the Scottish University Preliminary Examination certain works are prescribed in English, but the teacher must be forgiven who is unable to see the wisdom of this, even though he admit that it conduces to the convenience both of the candidate and the examiner. In all public examinations, whether conducted by the Universities or otherwise, freedom to the individual schools within the widest possible limits is the ideal which should never be lost sight of: it alike prevents cramming and preserves that diversity in unity which is inseparable from healthy individual growth. In classics there has been occasional grumbling as to the difficulty of some of the passages chosen; but that form of fault-finding, like some of the others already mentioned, will probably continue, and perhaps with cause, as long as examinations last. One minor fault in the Latin papers has been the setting of a single question in history. A teacher is naturally disinclined to stake the year's work of his class in history on one question, which, as likely as not, falls in the period with which his boys are least acquainted.

A good deal of criticism has been directed against the fluctuation of standard that is argued from the rise and fall of the percentage of passes from year to year. The assumption made is that this arises either from careless setting or from want of consistency in marking. But it may be pointed out that the proportion of candidates who are well prepared will vary from year to year, and that a question or too a little out of the common, even if quite fair, may cause considerable havoc among the company of the doubtfuls who hover about the pass line, and thus may produce a considerable difference in the percentage of passes. It may be granted that the personal equation of the examiner does count for something; but who has ever yet suggested a method of examination in which this source of error would be eliminated? Regarding this point, many teachers have expressed a desire to have the names of the examiners published, believing that the feeling of the responsibility thus incurred would have a good effect on the examiner, and that to know his examiner would add to the confidence of the teacher. Against this belief it may be

urged that the Science and Art Department has for years published the names of its examiners in each subject, and, although the names were such as would naturally inspire public confidence, it cannot be said that that confidence has been extended to the examinations and their results considered as a whole. Many science teachers have expressed their conviction that they never could be sure that their mediocre student would not get a First Class, and that their best student would not fail. The mere publication of the names of individual examiners would have little more effect than is gained by the fact that "My Lords," through their Director, at present assume responsibility for the conduct of the examination.

The absence of *viva voce* examination is another feature that has been commented on as a defect. There can be no question that *viva voce* work, especially for young students, is a valuable supplement to written examinations, and, in the case of modern languages, might very well be regarded as an essential part of the test. But, when it is remembered that there were last year in the various subjects over thirty-eight thousand presentations, the practical question arises as to how the *viva voce* examination of such a large number could be carried out satisfactorily. As far as the estimate of the general work of a school is concerned, the Leaving Certificate Examination is supplemented by inspection; but, when it comes to the examination of individual scholars in all the subjects professed, the difficulty becomes formidable. The question, however, is chiefly one of cost. Given a sufficient staff of competent and judicious inspectors and the difficulty disappears. Who, then, of those in favour of a *viva voce* test will undertake to move the obdurate heart of Her Majesty's Treasury?

Should there be a downward limit of age under which candidates could not be presented? Probably it would be better if perfect freedom of presentation could be left in the hands of the authorities of each school, for some children mature much earlier than others; but, on the other hand, the experience of the examiners seems to be tending to force the Department to declare a minimum age in order to prevent young children from being put forward prematurely.

The feature of the Leaving Certificate Examination scheme which has called forth most hostile criticism is the awarding of certificates for separate subjects, instead of giving the Certificate for such a group of subjects as might reasonably represent the completion of a course of study in a secondary school. There are, no doubt, some advantages about the separate certificates, especially at the beginning of a scheme which was to suit the circumstances of schools which were widely divergent in character. Such an arrangement made possible the encouragement of weak schools, which could always present and pass some pupils in some subjects; it gave encouragement to the pupils who, if they attained to pass mark, even in one subject, had something to show for it; it simplified the examination, as each subject stood by itself; it enabled a much higher standard to be exacted than would have been possible in a "group" certificate; it gave perfect freedom to the schools to settle what they would teach; and it relieved the administration from the very difficult task of settling a group of subjects that would be acceptable to all schools.

But the encouragement afforded by the separate subject method has now done its work; the schools have had time in these ten years to set their house in order, and the question arises as to whether the time has not now come for instituting a "group" certificate for all schools. It is impossible to deny that the present arrangement is an anomaly. A pupil may begin taking so-called Leaving Certificates at, say, the age of fourteen, and continue taking them in new subjects or in higher grades of the same until he leaves school at the age of seventeen or eighteen. A "leaving" certificate is obviously something that should mark the completion of the school course, and this should be a course of sufficient width and variety to make it worthy of being called secondary. When one comes, however, to propose a "group" that will not interfere with the individuality of the schools, and will meet with universal acceptance, the difficulties begin. The reports of the meetings of the Scotch secondary masters at which the matter has been discussed show anything but unanimity on this point. Various courses are open. A school might be allowed the option of presenting pupils either for a "group" certificate or, as at present, for certificates in separate subjects; or certificates might be issued as before for separate subjects,

and when a qualifying number of these had been obtained a group certificate might be issued. Both of these methods are open to grave objection. Again, the Department might allow the local managers freedom to offer whatever subjects were relevant to the conditions of the individual school and its curriculum. The difficulty here would be that the public would feel that the Certificate was not definite enough, and it would be difficult to secure their confidence that the Certificate in different schools was of the same value. This brings in, then, the element of compulsory subjects, and one of two courses may be followed—to have certain subjects compulsory, the others being left to the selection of the school authorities, or to have certain groups of subjects compulsory, but free selection of the subjects within these groups. Probably a combination of these two methods would be best. Most teachers would agree that such a subject as English, for example, should be compulsory; and, again, that from the group of foreign languages there must be at least one selected.

When we pass this, however, and begin to discuss the question as to whether mathematics should be made compulsory for all pupils, boys and girls alike, or whether girls who wish should be allowed to offer arithmetic instead, we begin to find ourselves in the debatable land. To what extent should excellence in one subject be allowed to compensate for moderate attainment in another? Should failure in one subject entail the taking over again of the whole examination? Ought some one science subject to be a part of the compulsory profession? How many subjects should be necessary for a Certificate? What will be the effect of the change on the State-aided schools? These and many other questions equally embarrassing would at once arise, and would not be easily answered. With regard to such a simple matter even as the number of subjects, there would be much, and probably vigorous, difference of opinion. It would, perhaps, be advisable, in order to give a definite value to the Certificate, to have the number of subjects fixed; but this would not preclude a good pupil from having a pass "with distinction" entered against one or all of his subjects.

In connexion with these examinations one grave mistake has been made by the County Committees in the distribution of the grant for secondary education. It affords another illustration of the perennial British desire to know that one is obtaining a shilling's worth for a shilling, and English teachers may take warning from it to be on the alert when Local Authorities begin to distribute funds to secondary schools. The mistake is that part of the grant has been distributed to the schools, in about half of the counties, according to the number of Leaving Certificates gained. There could not very well be a worse basis of disbursement. After an experience of a quarter of a century the Education Department has, in the case of elementary schools, abandoned the system of payment on individual passes with all its attendant evils; and it has been a matter of regret to those interested in education to see the old bad system which has at length been ousted from the elementary schools finding a lodging place in those doing secondary work. That such a thing was possible throws an interesting sidelight on the working of Local Authorities directed by a Central Department—a scheme which seems at present to be the ideal of administrators. The many years' experience of the Central Department was not able in this instance to prevent a number of the County Committees from making the serious mistake alluded to, and this in spite of the fact that there is one direct representative of the Department on each Committee. It is true that a recent circular shows that the Department is alive to the danger; but why were the Committees ever allowed to commit such an obsolete blunder?

Considering the Examinations as a whole, and looking back over what they have done during their ten years of existence, it must be admitted that, in spite of the features objected to by the critics, the examinations as at present constituted have been very effectively arranged and carried out. That they have secured public confidence is evidenced by the extent to which all classes of schools have availed themselves of their aid. Their public importance has been enhanced by the fact that many University and other authorities are willing to accept these Leaving Certificates in lieu of their preliminary examinations. Amongst these may be noted the War Office for the Army Preliminary Examination, the General Medical Council, the Universities of Oxford and Cambridge (under certain conditions), and the Joint Board for the Preliminary Examination

for entrance to the Scottish Universities. In any criticism which may be made as to the difficulty of the papers or the high standard expected, it should be clearly recognized that the duty of the Department has been twofold—to set an examination that would not be so unreasonably high as to discourage the schools, and, at the same time, to keep it high enough to satisfy the needs of those public authorities that had agreed to accept the Certificates. Those who are responsible for the examinations may be congratulated that, on the whole, they have steered a good course 'twixt Scylla and Charybdis, and have produced an examination test the good features of which are appreciated by most of those interested in the work of the schools. With regard to the defects, teachers will console one another with the old hope—

O passi graviora, dabit Deus his quoque finem !

W. J. G.

BOOK RIMES.

By ASCOTT R. HOPE.

MACAULAY'S omniscient schoolboy knows well how he and the like of him are given to scribbling on their books. In my day, at least, the first page of grammar and *gradus* would as often as not show inscriptions, which usually took the form of time-honoured rimes, elaborately copied out in quite a different hand from that used for impositions, perhaps adorned with the meretricious art of coloured ink, and headed or bordered by more or less rude illustrations to enforce the sentiment.

This sentiment, to the shame of human nature, was, in nine cases out of ten, a denunciation of probable thievery. Thus, in a popular example, *chez nous*, one protected one's property by the following cabalistic spell, below a picture of a gallows bird pointing its moral to the meanest capacity :—

*Aspice Pierrot hung on a pole,
All for having hunc librum stole.
Si Pierrot reddidisset,
Pierrot non hung fuisset.*

This has a hint of French origin, and, in fact, one finds French boys using almost exactly the same formula—

*Aspice Pierrot pendu
Qui hunc librum n'a pas rendu.
Si librum reddidisset,
Pierre pendu non fuisset.*

Then it turns out that Italian schools have it also—

*Aspice Pierino appeso
Quod hunc librum non ha reso.
Si hunc librum reddidisset,
Pierino appeso non fuisset.*

Now, if we consider how long it is since hanging has been a familiar subject in France and Italy, it seems clear that these schoolboy macaronics are of some antiquity. Without being able to trace them beyond a generation or two back, I have little doubt that they come down from the international schools of the Renaissance period, such as that at Basle, where a thousand pupils mingled together, from all countries of Europe, with Latin for their common language. Books were more worth stealing then, and the gallows supplied a choice jest to humourists of that age. Going further back, we may trace the origin of the custom to the monks, who, on their rare and valuable manuscripts, were wont to write blood-curdling anathemas against unprincipled borrowers rather than open thieves—a class then not so likely to meddle with such mysterious goods.

I have inquired in German schools whether any similar formula is in use there, but am informed that the German juvenile is much too well regulated for any scribbling to steal a way on to his school-books. In his youth, one learned *Lehrer* admits, some such disfigurements were not unknown; but the only example he quotes is the prosaic and practical one: "Stolen from N.N.!" That, in its curt coming to the point, seems very un-German, this language having been defined as one with too many books in it, too many pages in the book, too many lines in the page, too many words in the line, too many letters in the word, and too much ink in the letter!

Almost all our native rimes harp on that same theme of probable dishonesty, from the appealing simplicity of

Steal not this book, for fear of shame,
For here you see the owner's name,

with its more stern variant—

Steal not this book, mine honest friend,
For fear the gallows be thine end,

or the vernacular vulgarity of

This book to So-and-so belongs,
Whoever doth it steal
Shall have his nose pulled by the tongs,
The which will make him squeal,

up to the more elaborate art of this alliterative verse :

Black is the raven,
Black is the rook,
Blacker is the bad, bad boy
That steals this book !

Even the classic lines which Mr. Tittlebat Titmouse chose as his contribution to a lady's album—

Tittlebat Titmouse is my name,
England is my nation, . . .

—are not found forcible enough by schoolboys without an appendix describing a thief coming to his natural end, when he is solemnly reminded—

The Judge will say :
"Where is the book you stole that day?"

Very rarely are a book's adventures assumed to be its own fault, as in the more humane humour of an exceptional specimen :

If this book should chance to roam,
Box its ears and send it home.

Still more rarely does the moral take a reflexive form, addressed to possible shortcomings on the part of its owner ; but there is one such venerable example, quoted by De Quincey :

Anthony Timothy Dolthead's book,
God grant him grace therein to look !

It would appear that youngsters—and much the same thing has been observed of their elders—are more open-eyed to the faults of others than to their own. Even when stealing be not in view, the schoolboy Muse is apt to take a satiric tone of personality, the censoriousness of which, as usual, proves lined with smug self-satisfaction :

Sum, I am a gentleman ;
Es, thou art a fool ;
Est, he is the biggest ass
Of all the boys at school.

But such a denunciation, to have the true salt of unripe wit in it, must be filled out with some unloved name—M. or N., as the case may be.

One French example, indeed, is content with a lofty assertion of ownership :

Ce livre est à moi
Comme Paris est au roi.
Je tiens à mon livre,
Comme le roi à sa ville.
Si vous voulez savoir mon nom,
Regardez dans le petit rond.
Si vous voulez savoir l'année,
Regardez dans le petit carré.

Every reader who is still at school will be able to add further examples of a small department of literature that rings so many changes on the same primitive ideas. The most edifying inscription I ever saw on a school-book was mere prose, yet simulating somewhat of the form of verse. Its author was a scatter-brained urchin, who, as if conscious of his own weakness, never got a spick-and-span new engine of mental torture, to be cherished for a day and hated for a year, without copying thereon in his roundest hand

RULES OF THIS BOOK.

1. It is not to be lost.
2. It is not to be lent.
3. It is not to be torn.
4. It is not to be dirtied.
5. It is not to be scribbled on.
6. It is not to be forgotten.
7. And what it says is to be remembered.

Alas ! for the weakness of juvenility. No book in the school was so often lost, torn, scribbled upon, dogs-eared, and generally ill-treated ; then, when it had got its master into trouble—as was his masterful way of putting the matter—he might be seen gravely caning it with a pencil for not having borne in mind his excellent regulations.

A NICE PRIVATE SCHOOL.

AT the outset it must be stated that the word "nice" is used in a peculiar sense. A "nice" school is a school in which "nice" boys are to be met, and, as to the special meaning of the word, a small instance may save much explanation. More than forty years ago a certain man said that he had been staying at Buxton, where he had met many "nice" people : one of his hearers mentally congratulated him on his good fortune, supposing him to have met with people who were sociable and clever ; but the speaker went on to explain himself by saying that Lady This was there, and Sir Somebody That, and so on—the niceness was merely a matter of social grade.

Years passed away, and the writer had the privilege of being appointed to an ushership in a school of this "nice" kind. Boys are such interesting creatures in the main—though perhaps we do not all rate them quite so highly as Archbishop Temple, who sees them through a haze of thirty years—that it is not easy for the "nicest" school to be quite nasty ; but a very disagreeable element is, or used to be, introduced into such schools by the presence of young vulgarians, whose plutocratic parents send them thither that they may form what are called "desirable acquaintances"—i.e., velvet purses are to be made from sows' ears by some peculiar process of attrition.

The first necessity in such a private school is extreme expensiveness, for there are few things about which a certain type of parent loves to boast so much as the large sums he has to pay for the "edification" of his boy. The youngster knows well why he is sent to that particular school, for on an early day he will ask an usher to explain to him the various social grades of the young aristocrats : "Please, sir, whose is the highest title in the school just now?—I suppose it is the Marquis of Polperro?" unctuously asked a boy of less than twelve years. The usher had to confess that he had not made a special study of the subject. The usher in question had known nothing of a private school until he tried to teach in one. Having begun what he was pleased to call his education at a provincial grammar school, and continued it at one of that class of schools which monopolizes the name of "public," his only idea as to the nature of a private school had been gathered from the fact that when any boy at his public school wished to use the most damnable language about a particular course of action he would say : "Well ! that is a beastly private-school trick, I must say." What the position of a boy at a "really nice" private school may be, or used to be, the writer can imagine ; but what an usher's is he knows from experience gained about thirty years ago. That the headmaster knows nothing of classics, mathematics, or any other line of learning is, as Mr. Toots would say, a matter "of no consequence" ; why should he?—his business is to hire teachers, and why should he keep dogs and bark himself? His care it is to mollify and manage parents, for which purpose he cultivates, if he is wise, that which in doctors is called "a bedside manner." Some people expect too much. Once, and once only, was the writer in the presence of a bishop and a judge, when the headmaster of a certain private school was mentioned ; he had been an assistant in a public school where the judge and bishop had been boys. "John," said the one to the other, "you and I have known a good many 'jobs' in our time, but I never knew a worse than when that man was appointed an assistant-master ; I assure you," he added as he turned with judicial solemnity to the writer, "that man in his best days could not have translated a verse of the Greek Testament correctly, even with his Bible open in his other hand." But this defect was of no moment, for he never even tried to teach. Being a man with many sons, he engaged some of them as masters, calling them from high stools in banks and offices, and arraying them in white ties and M.A. gowns, though they were as far as possible from being graduates. The theory was that all the ushers came from public schools and Universities, and he who did so was informed to this effect on

his appointment, but he found that things were otherwise; Mr. Squeers "preferred" an M.A., but did not always get him. Some people who are not over-squeamish, and have been through school and college with ordinary men, have been compelled to have at one private school, at any rate, as colleagues, men of foul tongue and filthy life, and they have sometimes wondered what fond mothers would have thought had they known the sort of creature to whose guidance and tuition their darlings were consigned. But we grow too serious. Ushers at such places are well paid, and so many men leave the Universities every year with no money, and perhaps some debt, that they are compelled to take and retain positions that they think of with little pride when they have found more wholesome pasturage. But in such positions it is not always easy to stay long, for on appointment you agree to give or take notice of departure as late as half way through the coming holiday, *e.g.*, you might go away at the end of July thinking you would return to work in the middle of September, and not find out your error until August was nearly over, when a curt note would suffice to show you that your further services were not required. This sword was not supposed to have two edges, and poverty was regarded as a holding anchor; but, if you wished to see what wrath lay behind the bedside manner of your employer, you had only got to bide your time, and dismiss yourself instead of waiting to be dismissed. The chance of a long ushership was small, for either you were soon dismissed because you taught too badly, or you were dismissed a little later because you taught too well, or were gaining too much influence and might thus become a dangerous rival. Some of the ushers of thirty years ago set up private schools elsewhere, but most were let and hindered by lack of capital. One only has made a brilliant hit; he did not advertise his wife's capacity for airing vests, as did a lucky man who married a daughter of the house, nor did he suborn his wife to kiss the smaller boys just as they were going home, as did another; but he bought a series of seraphic sentimental pictures and hung them in his pupils' bedrooms, by which means he charmed the mother of a young duke, and so his success was assured, the æsthetic mother feeling that nothing could go wrong in a room where hung a Samuel on his knees. A prime necessity not mentioned yet is that the master of a private school should have large private means, the genteel fiction being that he takes in boys (and so he does) not for filthy lucre, but for love's sake, a love of boys and love of teaching. Teaching, *qua* teaching, stands so low as a profession that it must be raised in some way; the present writer, who cannot even pretend to be rich, was informed long ago that he must "take orders" if he wished to be mistaken for a gentleman. But, after all, the great thing is food; no school, private or public, pays for teaching; you must have a house and make your pile as licensed victualler; at the private school here spoken of youngsters began the day on curried meats or devilled kidneys, and continued according unto this beginning. There was a large playground, and a monstrous medicine chest under the charge of an acidulated woman; ushers knew no peace from 8 a.m. to 9 p.m. Oh, those games with boys! The ushers had to play games every day with boys, the games changing with the changing seasons, cricket being to some of us the best, and prisoner's base the worst. At intervals the youngsters would go off to play a "foreign" match, and then the word would be passed round that this was to be made "a school affair," which meant, unless memory is playing pranks, that the head and his ushers would march, in all the borrowed glory of white tie, mortar-board, and gown, to the school-gates, and there receive the conquering heroes with all the deference due to such great people.

These are a few of the features of a really nice private school about thirty years ago: is there such a place to-day? The writer is glad to say he does not know.

MR. C. CARUS-WILSON has just completed a set of lectures on "The Wonders of Creation," at the Horbury Rooms, W., under the auspices of the Parents' National Educational Union. They were attended by about four hundred boys and girls, chiefly from the secondary schools in the neighbourhood. Mr. Scott Keltie, Secretary to the Royal Geographical Society, took the chair at the first meeting, and the Rev. J. O. Bevan at the last. The lectures have proved so successful that a second series is projected at the same centre, to commence on February 1.

A GENTEEL EDUCATION.

(GREAT GRANDMAMA *loquitur.*)

A LITTLE maid by doom of fate,
My childish pranks met scanty pardon,
Unpetted, lonely, and sedate
I wandered in my father's garden,
And watched the summer flowers unfold,
Or sat and dreamed in corners shady,
Till I began at six years old
The education of a lady.

Ah, then the long, long hours I passed
In sewing seams and hemming dusters!
The button-holes I overcast—
The patches placed—the rents in clusters
That yawned for me to mend and lurked
And spread in artificial riches!
The myriad samplers that I worked
In stitches plain and fancy stitches!

At times would come a welcome break
For kitchen work—I was expected
Tarts, jellies, and preserves to make,
Nor was a lesser branch neglected.
After these culinary treats
I said my spelling lesson nightly—
How else could I have read receipts,
Or even labelled jam-pots rightly?

Sometimes the little one may know
Awakes a dangerous taste for knowledge.
I asked why I but learned to sew
And why my brother went to college;
And heard with feelings unresigned
Men were expected to be clever,
I had no need to train my mind,
No business with a mind whatever.

Yet I had one—and wrought this crime
To satisfy it, *they* unknowing
I crept away, ah! "waste of time,"
To read when I escaped from sewing.
What fancies bright my memory owes
A dim room, from whose scarce touched cases
The volumes in their dusty rows
Loomed down on me like friendly faces!

There in my stolen leisure, pressed
By hurry, I was apt at finding
One volume thicker than the rest
(The great world lay within the binding),
And, trembling at each sound lest *they*
Should track me in my sanctum hidden,
For some brief moments of the day
I wandered into realms forbidden.

There, crouching in a curtain'd spot,
Too fearful e'en to pull the blind up,
I read of the witch-haunted Scot,
The prince who could not make his mind up,
The king that in his wanderings sad
I pitied, while I scarce forgave him,
Whose favour'd children drove him mad,
Whose slighted daughter died to save him.

Sometimes, at work, a sharp rebuke
For causeless smiling would alarm me,
Who Pyramus before the Duke
Beheld, or Falstaff's ragged army—
Smiles due to "daftness" *they* supposed—
Nought said I, fearing beyond measure
To have my world of fancy closed,
The only world that gave me pleasure.

And thus, deft hands my only gain,
I grew, the product of their breeding.
What else? With starving heart, a brain
Starved likewise but for Shakespeare's feeding;
Poor health—the back-board's use supplies
No substitute for youthful gladness—
A shrinking manner too, and eyes
That troubled strangers with their sadness.

LYDIA M. BAKER-BEALL.

CORRESPONDENCE.

THE NEW EDUCATION OFFICE.

To the Editor of The Journal of Education.

SIR,—May I ask for space in your columns to deal with a large number of letters and articles in the *Times* relating to the above subject? These letters and articles are mainly directed against the views which I, as the mouthpiece of the Association of Organizing Secretaries, have had the honour to advocate. They reveal a widespread conspiracy between Incorporated Headmasters, School Boards, and others, to separate the local and central administration of secondary from that of technical education, and to secure the placing of eminent gentlemen in official positions where they can give effect to these views. In the first place, the *Times* correspondent insinuates, in his first letter, that there is a divergence of opinion between the “accredited representatives” of the County Councils and their responsible advisers—*i.e.*, the organizing secretaries—and that the former have stated to the Lord President that the County Councils agree to the separatist proposals which he advocated. There is no foundation at all for this paragraph, for the simple reason that the Association of County Councils (as the Secretary of that body, on the authority of Sir J. Hibbert, writes me) has not even had the question under consideration, and consequently no assurance of the nature mentioned has ever been given. But to turn to the general contentions of the articles and letters.

1. Their whole tenour is to deny the truth of the *dictum* of the late Royal Commission that “secondary education includes technical.” Matthew Arnold, it may be noted, enforced the same point when he said that “technical, commercial, linguistic, and classical education were only branches of secondary education.” The Board of Education Act itself, in Clause 3, which deals with the inspection of *secondary* schools (the only clause where the word “secondary” is mentioned), expressly, as was stated by the Duke of Devonshire, Sir J. Gorst, and Prof. Jebb, includes schools under the inspection of the City and Guilds Institute—*i.e.*, *technological schools*—under this term “secondary.”

2. The various teaching associations (Headmasters, &c.) approached the Government to make a threefold division of the new Department into (a) primary, (b) secondary, and (c) technical, and to relegate the Science and Art Department (*i.e.*, Captain Abney's section) entirely to the latter. Their avowed object was in order that the same division may be made when new Local Authorities are constituted, and a Local Authority (largely, if not entirely, composed of nominated persons and teachers) set up for secondary education distinct from that now existing for Technical and Science and Art education. The “Lockwood” Bill, introduced on behalf of the Headmasters' Association, made the point clear. As a natural consequence, it was proposed to abolish the control of the Science and Art Department and the Technical Committees over grammar and similar schools, and to forcibly take away part of the funds of these Authorities to be used as the endowment of the literary side of such schools. For this reason all proposals, however apparently harmless, for sorting out the central officials must be viewed with grave suspicion.

3. Now, as to the Departmental Committee now sitting. It is obvious that it is primarily a Treasury Committee. Its business is to see how the functions of the present officials located in Whitehall or South Kensington may be most conveniently differentiated with the least cost to the nation. It is well known that at South Kensington most of the upper officials have two separate duties, one in connexion with teaching, the other with museums; while at Whitehall certain of the officials largely deal with Charity Commission work. There is, of course, the other question raised by the Board of Education Bill, as to how to fit in the educational work and the officials of the Board of Agriculture. It is obvious that “one office, one official, one function,” must be the solution to be sought. To have put on such a Committee purely *doctrinaire* gentlemen representing schools or Universities, without official experience, would have been fatal to the object sought.

4. But, to turn to the proposed division of the *Times* correspondents, which I admit is much superior to that advocated by Lord Morley, or by the Incorporated Headmasters, it has one

fatal flaw. It is a social, not an educational, division. This may be shown from two different points of view. (a) It brings together under one category all secondary schools (using the word to mean only day-teaching-grammar schools, &c.), including the great public schools. The first article says these “will come under the jurisdiction of the new Office.” But the Act says nothing of the sort. The first-grade schools, with their great traditions and large endowments, catering for the “ruling” classes, and *in receipt of no public funds* from rates or taxes, need not come under the jurisdiction of the new Office. Inspection with them is voluntary. The second-grade schools, with poor endowments and intended to give an education to the commercial and industrial classes suitable for the future occupations of the pupils, are already dependent upon the grants of the Department of Science and Art and of the County Councils, and thus will be subject to a compulsory and thorough inspection. (b) This division relegates to a separate and inferior class evening continuation schools, evening schools of Science and Art, and polytechnics, all of which the Royal Commission classed under the heading secondary education. This is a purely social distinction. The continuation school is the poor man's secondary school; the Science and Art school, the poor man's University. To call these “institutes” does not differentiate them from “schools” to the same extent as traditions, wealth, and leaving age must always differentiate the great public from the second- (or third-) grade local secondary school; “varied study, discipline, and organized solidarity” are the result of the above more material factors, not of mere curricular distinctions.

5. But one can go further and ask if *any* splitting up of the secondary and technical elements is possible. I maintain that, if the “life that has to be lived,” as the Royal Commission has it, is kept in view, there is no point of division. Take the City and Guilds Institute, for instance, and the Engineering and Applied Science Departments of King's College and University College. These are fed largely by boys from second-grade schools; but they also have scholars from first-grade schools, from new schools of the higher-grade type, and from institutes of the polytechnic type. The same teachers on the same curricula often take the more leisured “boys” in the day and the poorer “young men” in the evening. The higher-grade school, which is practically a day continuation school, and so secondary, feeds similar higher institutions in provincial towns, such as Manchester. How can the Central Department do its work or survey the whole field, if (mainly) classical men with no science or technical knowledge are to preside over *all day* teaching, leaving the science men (who generally happen to have literary and technical knowledge as well) to confine their attention to evening work. Solidarity between schools and their “headmasters” is not such a blessing that the real distinction and division between local and non-local is to be sacrificed to it. In fact, public men see the gravest danger to education in this solidarity, which is also called trade unionism. Though written without consultation, I have reason to believe this expresses the view of the vast majority of my official colleagues. I know, by the *Times* of to-day, that one of them, Mr. Reynolds, uses the words secondary and technical in a different sense from the civilized world, and fails to see that, if the “preparation” which he insists on for technical (in his sense) education is to be given by the secondary school, that school must be of the modern (*i.e.*, technical in the *legal* sense) type, not of the “academic proletariat” type, desiderated by certain of his present allies. But, then, in Manchester “secondary” does not include “technical”; the latter will one day be administratively included in “primary” in that place. —I am, yours obediently,

H. MACAN.

November 20, 1899.

THE MANCHESTER CONCORDAT.

To the Editor of The Journal of Education.

SIR,—It is a great pity that the rhetorical contributor of the paragraph upon what is termed “The Manchester Concordat,” in your issue for November, should not have been careful to ascertain his facts before he wrote it. It might have been at the expense of his phrases; but then the sober truth would, perhaps, have been written, and the educational mind illuminated.

The agreement between the Manchester Technical Instruction Committee and the Manchester School Board was drawn up and

signed on December 19, 1895, as a result of negotiations commenced on July 8, 1895, with a view to the correlation of the respective spheres of work of each of these public authorities. Clause VII. made its appearance in the "Directory" in 1897. The agreement between the Technical Instruction Committee and the Council of the Owens College, which "was not left out in the cold," for a similar correlation of their respective spheres of work was made in June, 1896.

These agreements antedate the provisions of Clause VII. by nearly two years in the one case, and twelve months in the other; and they, moreover, led without any question to its adoption by the Department. The Concordat of Manchester led to Clause VII., not Clause VII. to the Concordat, as your paragraph so carelessly states. It is scarcely creditable to a serious periodical, such as the *Journal of Education*, to give currency to such spurious statements as those conveyed in your paragraph, seasoned as they are with such evident animus against the activities of a School Board desirous of putting all its great resources at the service of the public of a densely populated city and district.

There is only one boys' public secondary school in the city, namely, the Manchester Grammar School, and this is not affected by the arrangement between the Technical Instruction Committee and the School Board, which arrangement was more concerned with the delimitation of the courses of evening science and art instruction than anything else; moreover, the agreement arrived at, in so far as it provided for the abolition of the preparatory department previously carried on in the Municipal Technical School, was distinctly to the advantage of the Grammar School, as it removed what might have been regarded as a competing department.

The statements in the aforesaid paragraph are equally misleading with respect to commercial teaching. There were no remonstrances that the Technical Instruction Committee had signed away its powers in respect of the higher branches of commercial teaching. It has, in fact, done nothing of the kind. On the contrary, it has expressly reserved them, as plainly appears in the agreement already named above. It, moreover, regards its duty, in respect of commercial instruction in this great trading centre, as much incumbent upon it as the provision of the most effective training in the engineering, chemical, or textile industries, and it will be provided as soon as the new school is ready.

The School Board commercial teachers are not bewailing a "truncated curriculum, or lost pupils"; as a matter of fact, the curriculum is as wide as it ever was, and the students participating in it more numerous than they ever were. If it were not so, it would be a public calamity. The commercial instruction conducted in this city by the Manchester School Board, as measured by the admittedly severe standard of the Society of Arts, is more successful than that conducted by any other authority in the kingdom. No other institution has secured more first class results, nor more prizes at the recent commercial examinations. It is an organization of many years standing, and it admirably serves the needs of the city by reason of the centrality of its buildings, the effectiveness of its teaching, and the breadth of its curriculum, and it secures, as it deserves to do, the suffrages of large numbers of the young men engaged in the great commercial houses. There is no question here of "lions" or "lambs" or "tigers," but of men honestly seeking, with the means at their command, how best to economize the public funds and meet the educational needs of the time.

What prototype in the animal kingdom properly represents your contributor I leave him to name, but the sober fact must be stated that in all the thirty-seven lines of your paragraph there is scarcely one of truth. I am sorry that such statements should have a month's start, for it is proverbially difficult ever to overtake them.

J. H. REYNOLDS,

Director and Secretary of Technical
Instruction for the City of Manchester.
Municipal Technical School, Manchester.

November 6, 1899.

[The information in our paragraph was based on the deliberate statements of aggrieved teachers in Manchester and on facts furnished by officials working in harmony with the new Victoria University commercial scheme. Mr. Reynolds does not touch the central fact that, in the agreement between the Corporation and the School Board, there is no mention of the

harmonizing of the work of the Grammar School or University College in commercial or other matters. Owens College is no party to *that* agreement, and its separate agreement with the Corporation in no way prevents it developing higher commercial teaching—that it is now doing without reference to the ambitions of the School Board. Does Mr. Reynolds deny this? Mr. Reynolds's earlier point as to the "anticipation" of Clause VII. by Manchester is too ludicrous. In Blue Book (C. 8,707) we find, on January 27, 1897, that "Mr. Reynolds deplored the wasteful duplication of work at present caused in Manchester by the competition of independent Committees with the Technical Instruction Committee." And this after fourteen months' concordat!—YOUR CONTRIBUTOR.]

LATIN ANCIENT AND MODERN.

To the Editor of *The Journal of Education*.

SIR,—Several times in the recent past a plea in favour of the study of Italian has been made in your columns. May I be permitted to speak from my own experience, and so sketch out for your readers the sort of campaign that awaits them if they choose to take up Italian as an extension of their training in the ancient classics? I make it a condition that there shall be classical knowledge of some degree, great or small, either antecedent to the Italian or accompanying it; but the condition has nowadays so wide a fulfilment, at any rate among the better educated classes, that I regard the matter as of general interest. Whilst Italian has fallen into disuse, the sphere of Latin has increased very much, particularly owing to the share that women have taken in it. I also make this further condition, that the Latin, be it much or little, and accompanied by Greek or not, shall be of the best and most intelligent form. Pronunciation must not be ignored; otherwise we are learning a language in a one-sided fashion, realizing only the spelling and not realizing the sound. I care not whether the pronunciation adopted be the orthodox new pronunciation, or that other, like modern Italian. One is hard Latin, and the other soft Latin; but both deserve to be called Latin.

It is very curious that women have caught up this perfection more than men. A correct Latin pronunciation, I am told, is practised universally throughout our public high schools; but how often does one find it in the ordinary secondary schools for boys? They say that cycle-riding was never done properly and gracefully until ladies took to it and set the fashion. Very probable, I must in courtesy allow. Then could we not profit equally by the feminine lead in Latin?

Is it worth our while to learn Italian? The answer obviously depends upon the labour involved. With the conditions I have named, this factor is very much altered. Learning Italian then becomes not like taking a city by siege, but far more like making a triumphal entry where the gates have already been thrown open. To succeed well we must pay regard not only to Latin pronunciation, but also to the characteristics of Italian speech. It is only in this way that Latin and Italian can be brought into useful juxtaposition. The link between the ancient and the modern language of Rome subsists far more in the *sound* of the words than in their written appearance. May I endeavour, very briefly, to illustrate this by an example or two?

I do not think that the expression *inno turco*, so long as we only look at it, perhaps on a concert programme, would suggest anything but a tavern in Constantinople; and it is only by listening to the phrase when sounded with a true Italian double *n* that we catch a suggestion of *hymnus* stripped of its aspirate (the words mean "Turkish hymn"). Again, I doubt if one could recognize a *quasi*-Latin word *Aegyptianus* in the disguise of the Italian *egiziano*, except by means of the sound; the look of the word gives so little clue to "Egyptian," especially with the small initial letter. But any one, after having made a start in Italian, would readily catch "Egyptian government" by attentively listening to the sound of *governo egiziano*. Once more, who would detect *subjugatus* in the Italian *soggiogato*; though the suggestion is very strong if we listen to the word instead of looking at it?

The study of Italian based on classical Latin is an altogether different problem from the Italian learnt in bygone days. Our grandmothers had to learn their Italian genders; a modern girl trained in Latin knows them beforehand. A classical student does not find any gross anomaly in *legna* as a second plural for *legno* (Lat. *lignum*); neither does *lacere* seem an

irregular verb because of its perfect tense *lacqui*. It is interesting to the classical scholar to find the ablative absolute still alive in the modern language, though the ablative case-ending has long ago disappeared from both noun and participle. What else can we see but *conversis otiose oculis* in the Italian *girati oziosamente gli occhi*, even though the writers of our Italian grammars give a false account of the construction?

Greek too, as well as Latin, finds an occasional echo in Italian modes of expression. How could we expect less from the language of Magna Græcia? There is the same use of the infinitive preceded by the article; and the Italian for "the girl has blue eyes" will surely remind us of the "crocodile" in our Greek Arnold, which "had strong jaws."

My object in this sketch of Italian has been to hold out a suggestion to the classical scholar. If he is eager to turn his scholarship to account in some new way, or if his scholarly ambition leads him to add some *non cujusvis* to his own present attainments, he could not act better than by annexing the modern language of Italy. The new study will react most favourably upon its ancient counterpart.—I am, Sir, yours obediently,
E. ALDRED WILLIAMS.

LADIES AS ELEMENTARY SCHOOL TEACHERS.

To the Editor of The Journal of Education.

SIR,—I should like to add something to what has been said about ladies as elementary-school teachers by "One of Them," an experience in some respects similar to hers having suggested, here and there, different conclusions.

That four years' training as a pupil-teacher is a great help in maintaining discipline no one is likely to deny. A lady who, without a previous knowledge of elementary schools, is placed in command of seventy or eighty girls, or boys and girls, will probably have a disagreeable experience, whatever her real power may be. But resolution and watching ought to bring success in a few months. Only, beautiful methods and theories are not likely to be of much use during those months. Until the class recognizes that it is "under," superior civilization will be viewed as inseparably bound up with weakness and incompetency. For the teacher the effort of those months is costly—perhaps only those who have made it can understand what it involves—but (provided, of course, one can make it) one would be reluctant to be relieved of it at a cost of four years. Of course, the class suffers at first, for during those months it does little or no work; but this loss is not irretrievable.

I suppose a lady might take up teaching in an elementary school to gain experience, or to earn a livelihood, or (apparently) from philanthropic motives. No experience could be more valuable. One must, of course, learn to do the work within a reasonable time; one isn't paid for benefiting oneself, particularly when this is at the expense of others. But, when all scores are cleared off, departure is joyful.

As regards the livelihood such work affords, I suppose the average salary of well qualified assistants in large schools does not differ much from that of high-school mistresses, and there is always the chance of securing a head post. But the teacher who remains an assistant is likely to be prematurely worn out. The strain of holding the attention of a huge class of more or less rough children, and of exacting thorough work from them, is great, however small it may seem to an uninitiated onlooker. Work in a higher Board school (or, indeed, almost any work) is much to be preferred. More book-learning is, of course, required, but the salaries are higher, the subjects more interesting, the pupils older, and the classes, as a rule, smaller. Perhaps some one of your correspondents could give definite information as to the prospects of workers in these schools. Some of us high-school teachers, by whom money has to be considered before pleasant conditions of work, would not be among the least interested.

Last, if any lady takes up elementary teaching from a wish to be a "beautiful" influence, she is likely to be disappointed. It seems a pity that so much is said about the possible beautiful influence of teachers. Our own characters need some attention (some of us could scarcely court imitation), and there is our definite teaching work to be done. Perhaps our influence is best left to take care of itself. In the case of a lady who, posing apart, wishes to do children moral good through the medium of elementary teaching, it is difficult to see why she should prefer the more civilized schools. It seems likely that she would

choose the lowest. It doesn't appear, apart from the discipline difficulty, which may be overcome, why she should be less of a help to slum children than one sprung from a class nearer their own. But she would have to overcome the difficulties referred to above, and then spend the greater part of the time in a teaching which is necessarily *grind*; after all, she must fulfil the requirements of the Code. Civilization would doubtless proceed, but somewhat slowly. The disagreeable conditions described by "One of Them" have also to be faced (though as regards the *mother* difficulty, one learns, painfully, it is true, how to deal with the single sober mother, and intoxication and numbers need not be met if access to the class-rooms be regulated). Ladies who would teach in elementary schools from philanthropic motives must, at the best, be rare. Remembering old colleagues, I must say, in conclusion, that ladies are not unknown in the ordinary ranks of elementary-school teachers.—I am, Sir, yours truly,
I. B.

October 27, 1899.

THE OUNDLE DISMISSAL CASE.

To the Editor of the Journal of Education.

SIR,—Will you allow me to say a few words on the question of the powers of headmasters to dismiss assistants, which is brought into special prominence by the Oundle School case? The remedy seems to lie with the governing body of Oundle School. Definite statements of a slanderous character, if they are untrue, have been publicly made by two clergymen against the Headmaster. I cannot understand why he does not at once seek his remedy in the Law Courts, if these statements are untrue, and, if I were a member of his governing body, I would insist upon his doing so, or at least proving them to be untrue, or upon his being dismissed. It seems to me that in all cases the governing body or trustees of a school ought to have one power only, which is not financial, over a headmaster, and that is dismissal. He, again, ought to have the absolute selection and power of dismissal of his own subordinates; but I cannot conceive any more imperative reason for his own dismissal by his governing body than the conviction that he misuses his power. A very common opinion seems to be that the assistant-master ought to have a right of appeal. I entirely dissent from this opinion for three reasons: first, the headmaster has no right of appeal from his governing body; secondly, if the governing body goes against the headmaster in any case in which he says he cannot work harmoniously or advantageously with any given assistant, it is tantamount to dismissal with any self-respecting man; and, thirdly, because there are many cases in which there may be an absolute knowledge in the mind of a headmaster that the presence of a given assistant is undesirable in a school, and yet he cannot bring legal proof in support of his charges if they are definite, or in a great many cases formulate any charge at all. A case once came under my knowledge of suspicions of a serious nature falling on an assistant-master. There was no legal proof. The headmaster paid him his salary and dismissed him. Years afterwards he wrote to the headmaster and admitted that his suspicions had been correct.

What, again, are you to do in cases of a kind with which all headmasters who have any experience must be familiar? A man, who yet does his work conscientiously and well, is a centre of sets among either masters or boys, and clearly, in the opinion of the headmaster, tends to disintegrate the social fabric of a school. Another is a born tale-bearer, constantly making mischief. The influence of another is tending to habits of great expensiveness in entertainments, or to late hours, with their usual accompaniments, among the younger members of the staff. Another not only has aggressive opinions of a kind which I may call "agnostic," but insinuates such opinions among the upper boys. I am not thinking of any particular cases in what I have said—I am rather thinking of cases, of a somewhat similar nature, which have come under my knowledge here or at other schools.

There is also the not infrequent case of a man who gets into a rut long before any age which can be fixed for superannuation, and who, consequently, has no stimulating power whatever over his boys. In short, is the headmaster to be obliged to work with unsuitable tools and then to be held accountable for the success and well-being of a school? Of course, every plan which can be adopted in this, as in all other complicated human concerns,

is liable to objections ; but the simple plan of the headmaster being liable to dismissal from the governing body, and having, therefore, the free selection of his own instruments and methods, seems to me the plan which is most conducive to the efficiency of schools, and it is certainly the one which I intend to adopt in my own foundation.—I am, yours, &c.,
Loretto School, November 20. H. H. ALMOND.

To the Editor of The Journal of Education.

SIR,—The remarkable correspondence which has appeared in the last two numbers of the *Journal* from two ex-masters of Oundle School will call attention once more to the ever-pressing tenure question. Various remedies in the shape of changes in the present method of appointing and dismissing assistants have been suggested ; but what I should like to call your readers' attention to is that no change of machinery can prevent a certain kind of headmaster from worrying and harassing into resignation an assistant whom he does not care to openly dismiss. The principal safeguard against such conduct on the part of a headmaster must be a stronger feeling of resentment on the part of the staff, as a whole, and a stronger sense of solidarity amongst its members. Let a staff show that it resents the bullying of any assistant as an insult offered to its self-respect as a body, and all the members of that staff will probably be safe in future. Few headmasters would care to quarrel with a united common room. I shall be told probably that it is impossible to get the staff to act together in these cases. If that is so, it is another proof that professional feeling is still lamentably weak among assistant-masters. And without strong professional and fraternal feeling we can do nothing.—Yours truly,
G. F. BRIDGE.
25 Tower Street, Ipswich.

To the Editor of The Journal of Education.

SIR,—I have read, with much astonishment, the correspondence appearing in your columns having reference to this school. If those letters were written with the idea of a warning to parents and others, and so damaging the school, I believe, and hope, they will entirely fail in their object. There have been times in the history of Oundle when such attacks on the Headmaster would have possibly damaged its name ; but now it would, I believe, require more weight than this correspondence, even though it be that of past assistant-masters and clergymen, to destroy the reputation of the school and the name of the Headmaster.

Before Mr. Sanderson came to Oundle the school was comparatively little known. Now its fame is widespread, and the reputation he has gained for it at Cambridge is one, I venture to say, which can never be blotted out. Further, the numbers in the school when Mr. Sanderson took up the headmastership were under a hundred. They have now reached nearly a hundred and fifty, and are increasing every term. This has necessitated the building of two new boarding-houses and additions to the school buildings. In fact, each year sees the name of "Oundle" coming more and more to the front.

With these facts before us, can it be believed that Mr. Sanderson has acted as stated by your correspondents ? If this were the case, he would be absolutely acting and working against himself, which seems incredible, especially having regard to the great interest he has in the school.

I trust, sir, if Mr. Sanderson should not see fit to answer these attacks, you will not regard such a course as being entirely against him. He will be well advised, in my humble opinion, if he treats the matter with silent contempt. If Mr. Sanderson desired to contest the truth of the allegations made against him, or any of them, the law gives him a course which provides a remedy far better than is attained by a mere answer through the Press.—I am, sir, Yours faithfully,
AN OLD BOY.

WOMEN STUDENTS OF THE ROYAL UNIVERSITY OF IRELAND.

To the Editor of The Journal of Education.

SIR,—In the notes of your Irish correspondent for June, 1899, referring to certain disabilities of Dublin women students, it is stated that more than half of the total number of students (women) live in Dublin, and the complaint is made that they are "the worst treated body of students in the University." As to the preponderating number of Dublin women candidates, it is certainly not verified in the University returns of the women graduates of this year. We find 41 ladies obtained the B.A. degree : 20 of these are from Belfast, 16 from Dublin ; the remaining 5, being prepared by private study, do not give their locality or residence.

A further analysis of the Belfast candidates shows that not one of these 20 studied at Queen's College, Belfast, and therefore did not, as insinuated by your correspondent, enjoy the special advantage of being trained by Fellows of the R.U.I., for 13 of them, we find, entered *direct* from Victoria College, Belfast, and 7 from Kelvin House.

Of the 16 Dublin women graduates, 8 were from Alexandra College, 6 from St. Mary's University College, and 2 from Loreto College, Dublin, their advantages being greater than those of Belfast in this respect, that they enjoyed the privilege of being taught by some of the examiners.

The perfect system that should be aimed at by the Royal University is not to have examiners who are teachers, but to furnish extern examiners who do not teach in any of the colleges entering for examination.

There were 5 women medical graduates this year, 3 being educated at Queen's College, Belfast, and 2 at the Catholic University School of Medicine, Dublin. As there are no special classes or colleges for women students in Ireland, the numbers of women studying medicine do not seem to warrant the existence of such in this country.—Faithfully yours,
TRUTH.

ENGLISH VERSE IN SCHOLARSHIP EXAMINATIONS.

To the Editor of The Journal of Education.

SIR,—The subjoined version of an epigram of Martial's was made under the following circumstances. A pupil of mine, on coming down from Oxford the other day, brought with him the papers that had been set at the Magdalen College Entrance Scholarships Examination. The last question in the critical paper was :

"Translate into English verse :—

Alcime, quem raptum domino crescentibus annis,
Lavicano levi cæspite velat humus,
Accipe non Pario nutantia pondera saxo,
Quæ cineri vanus dat ruitura labor,
Sed faciles buxos et opacas palmitis umbras
Quæque virent lacrimis roscida prata meis.
Accipe, care puer, nostri monumenta doloris :
Illic tibi perpetuo tempore vivet honor.
Cum mihi supremos Lachesis perneverit annos,
Non aliter cineres mando jacere meos.

Martial I. lxxxviii."

My young friend considered this a very stupid question to set—an opinion in which I by no means concurred. The upshot of the discussion was that the lads asked me to do it. I accepted the challenge, and turned out this version under their eyes in exactly ten minutes :

"On Alcimus, in budding years reft from his grieving lord,
Lavicum's soil rests lightly beneath its mantling sward ;
Here is no beetling monument of Parian marble wrought—
For dust an empty tribute that shall to dust be brought,
But humble box and vine-shoot cast their shadows o'er his head,
And dewy meadow greenery by loving tear-drops fed.
Beloved lad, find here memorials of my woe :
A token of affection that shall perish never more.
When the thread of my existence is on Fate's spindle wound,
May my ashes thus find burial beneath some verdant mound."

It is not vanity that prompts me to send you this very hasty and imperfect version ; but I am induced to do so in the hope that such a question may be found a little oftener than hitherto in similar papers. Since you, Sir, and I were young, aids to classical study have increased enormously ; and critical questions which formerly presupposed considerable and careful reading of big books may now be answered concisely and accurately by an industrious getting up of small manuals.—I am, Sir, your obedient servant,
J. P. OWEN.
72 Comeragh Road, W., November, 1899.

PHONETICS.

To the Editor of The Journal of Education.

DEAR SIR,—Mr. Shaw Jeffrey suggests that Mr. Drummond is in the position of the physician who should heal himself. It is but fair to Mr. Drummond to let all interested know that, in this case, the physician is well on the way to healing himself, inasmuch as he does use a modified spelling in his ordinary work, as I know from correspondence with him.

Mr. Drummond falls into error, I think, in confusing his aims, those of a spelling reformer, with those of the supporters of the use of phonetics in the class-room. The latter, as explicitly stated in the interim report of the Sub-Committee on Phonetics of the Modern Language Association, are not aiming at a reformed orthography, but solely at an aid to the acquisition of a good pronunciation, either of English or other spoken tongues. Experience shows that the aims of the phonetician are realizable. History has over and over again shown

(Continued on page 802.)

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that the results of a spelling reform can never be more than temporarily serviceable. English, French, and German have all in their time been tampered with by spelling reformers. In spite of it they continue to change their pronunciation. We must have a spelling reform about every thirty years if we are to have a phonetic spelling in our books and newspapers.—Yours faithfully,
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FONETICS FOR SCHOOLS.

To the Editor of The Journal of Education.

SIR,—A personal newspaper warfare is seldom profitable, and Mr. Jeffrey must excuse me if I do not return the "retort courteous." The leveling of my own question "Why be afraid?" (tu rite fonetically) does not apply to me. This he might have seen had he read my address at foot of my letter. On all occasions, wherever prudent, I write my private and official letters, and those to the Press, in a more or less phonetic form, and have published three pamphlets: too—"How to do it" and "Our Sacred Orthography"—in an amended orthography, and "The Case for Spelling Reform" in the style suggested in the former part of my last letter. Copy of these I shall gladly forward free to applicants.

The question of phonetics for schools is of greater moment than what either Mr. Jeffrey or myself may or may not be afraid of, and I trust attention will be paid to the subject in hand rather than personal matters, although Mr. Jeffrey is free to say whatever he chooses about me. Perhaps I may take it as a compliment that he has found no fault with the scheme and the suggested forms.

On page 637 I notice Canon Hayman's remarks at Carlisle are quoted, and in brackets the words "shurly a libel" follow his statement that not more than three members of the House of Commons could spell "unparalleled." This statement was made years ago by the then Right Honorable Robert Lowe, M.P. Lord Malmesbury has also affirmed that all the Prime Ministers from Pitt to Palmerston were indifferent spellers, and not long ago Mr. Chamberlain was caught tripping over "beneficent." Were an orthographic test applied to honorable members, they would come out no better than other classes of the community whose strongest point is not orthographic perfection. The testimony of "proof readers" would be of interest.—Yours truly,

H. DRUMMOND.

S. Nicolas' House, Hetton-le-Hole, R.S.O.

November 10, 1899.

TRAINING OF ELEMENTARY TEACHERS.

To the Editor of The Journal of Education.

SIR,—I am sorry to find that my letter to the *Saturday Review* unwittingly contained a grave educational heresy. All I meant to convey by the passage to which you take exception was that the methods now apparently unavoidable in dealing with lower classes containing sixty, seventy, or eighty more or less irregular and apathetic children should not be extended beyond the third standard, but that a fresh object should be pursued in the upper portions of the school.

This change of object was, I thought, rendered possible by the fact that, whatever might be the defects in our methods of lower-standard instruction, the teaching in these standards at any rate succeeds in imparting a fairly thorough knowledge of the essential portions of the three R's. Accordingly the later years of school life might be less hampered by obligatory Code syllabuses, and thereby left freer for a general all-round development of the faculties and character in the hands of a well educated teacher.

Although a liberal profession must be more or less *ab initio* self-supporting, this fact can, I think, hardly be used as an argument against the proposition that an elementary teacher should be allowed, and even encouraged, to gain as wide an educational and social experience during his apprenticeship and college days as is necessary for his future effectiveness.—I remain, Yours faithfully,

FRANK J. ADKINS.

7 Albion Place, The Crescent, Salford.

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THE SWANLEY HORTICULTURAL COLLEGE.

To the Editor of The Journal of Education.

DEAR SIR,—As you have sometimes noticed the College with interest, I think you may like to hear of its success. There are now eighty-two students, and five County Councils offer scholarships at the College. These (consisting of full training, board, and lodging for two years) are open to students whose parents have not a larger joint income than £400 a year. Some of these must naturally come from the "professional classes," and these are at last realizing that there is a real future for the educated horticulturist and fruit grower. When the course is over good posts are to be had by capable students. Besides the Banksian Medal we have won the silver cup and two first prizes at Bromley, and three firsts and four seconds at Woolwich for chrysanthemums this month. Through a grant from the Kent County Council we are enabled to build a large new room for microscopic botany.—Believe me, yours faithfully,

E. SIEVEKING, Hon. Sec.

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